DOCUMENT RESUME

ED 129 041	EC 091 341

TITLE	Preschool Test Matrix: Individual Test Descriptions.
INSTITUTION	Coordinating Office for Regional Resource Centers, Lexington, Ky.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Mar 76
CONTRACT	OEC-0-74-7894
NOTE	298p.
EDRS PRICE	MF-$0.83 HC-$15.39 Plus Postage.
DESCRIPTORS	Achievement Tests; Criterion Referenced Tests; Diagnostic Tests; Exceptional Child Education; *Handicapped Children; Matrices; Nonverbal Tests; Preschool Education; Screening Tests; Standardized Tests; *Student Evaluation; *Test Reviews; Verbal Tests

ABSTRACT

Provided via a text matrix and individual test descriptor sheets is information on 127 tests intended for evaluation of and educational prescription for preschool handicapped children. Brief sections explain the procedures used for selection of assessment devices and define each of the descriptor dimensions--type of assessment device, administrative information, response mode (verbal and nonverbal), reference (criterion and normative), content (such as auditory reception, motor development, and articulation), emphasis, and category of handicapping condition. A text matrix and a decision matrix are noted to offer the user a means of defining assessment needs and selecting the appropriate assessment tool. The bulk of the document consists of individual test descriptor sheets which include such information as title, publisher, copyright date, cost, number of levels and forms, description of subtests, estimated time in minutes, type of administrator, scoring, population test was designed for, test interpretation, technical aspects, (such as test reliability and validity) and additional comments. Among the tests reviewed are the Adaptive Behavior Scale, the Basic School Skills Inventory, Bender Motor Gestalt Test, Carolina Developmental Profile, Columbia Mental Maturity Scale, Denver Developmental Screening Test, Fairview Behavior Evaluation Battery for the Mentally Retarded, Kindergarten Evaluation of Learning Potential, Minnesota Preschool Scale, Purdue Perceptual Motor Survey, Screening Test for Academic Readiness, and Winterhaven Perceptual Forms Test. Also provided is an evaluation input form. (SBH)

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ED129041

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PRESCHOOL TEST MATRIX
INDIVIDUAL TEST DESCRIPTIONS

CORRC

Coordinating Office for Regional Resource Centers
University of Kentucky
Lexington, Kentucky
March, 1976

EC 091341

Cover Photography and
Design by Janet Marr

This document was developed pursuant to a contract with the Office of Education, Department of Health, Education and Welfare, Bureau of Education for the Handicapped, contract No. OEC-0-74-7894. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PREFACE

The Preschool Test Matrix and correlated Individual Test Descriptor sheets representative of this document are the results of the efforts by the Coordinating Office of Regional Resource Center (CORRC). This document is intended to provide information relevant to the appraisal and educational prescription for handicapped children.

The conceptualization, design and final publication of this document had input from many individuals. Thanks are extended to Boris Bogatz, Mike Lubin, Marty Martinson and Joe Todd, CORRC staff whose contributions to the preparation of this document were significant.

A special thanks is given to Joan Bartel, Gloria Harbin, Denise Gagnon, Carolyn Lundy, Catherine Reinhart and Thomas Gerbe, Mid-East Learning Resource Center at University of North Carolina of Chapel Hill, a Mid-East RRC subcontractor who jointly participated with CORRC in the production and publication of the document. Their assistance was paramount to the realization of a quality document.

Thanks are given to James L. Hamilton, Research Projects Branch, Division of Innovation and Development, Bureau of Education for the Handicapped; Donald Cross, Professor, Department of Special Education, University of Kentucky; and Robert Bradley, Research Associate, Department of Educational Foundations, Center for Early Development and Education, University of Arkansas at Little Rock who gave of their time to give expert review to the document and constructive critique to its contents.

Appreciation is expressed to Pat Buchignani and Joyce Welch for the preparation of the document for printing.

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INTRODUCTION

The Pre-school Test Matrix and Test Description Forms represent the second of two test matrices developed by CORRC as part of an ongoing effort to disseminate information relevant to assessment, diagnosis, and educational prescription for handicapped individuals.

This document has been designed to be used as a resource to help facilitate awareness and knowledge of available assessment devices for use with pre-school children. It consists of two basic resources- a test matrix and a set of test descriptor forms. The Test Matrix is to be used as a quick reference tool when selecting assessment devices to be used with pre-school children. The Matrices are structured so as to aid the user in identifying the test which will be most useful for his needs. Across the top of each matrix are six (6) test descriptor terms (i.e., administrative, response mode, reference content, emphasis, category) which are in turn broken down into forty (40) sub-dimension descriptor terms (e.g., age/grade, criterion, normative, etc.). These descriptor dimension terms are defined in a following section and are to be used by the Matrix user as identifiers of specific information about the nature of each of the assessment devices listed. Each test listed on the test matrix can also be found in the individual test descriptor forms section of the document. These forms give additional and more detailed information about each of the individual test entrys on the matrix. To date, the document provides, to the best of our knowledge, the most comprehensive base of information available in the area of Pre-school Assessment.

This document does not, however, represent an exhaustive listing of assessment devices which might be found in the area of pre-school assessment. With this in mind, a number of blank spaces have been provided at the end of the matrix for the purpose of updating the document by "writing in" information about supplemental assessment devices to be provided by CORRC in the future or which you might want to add from other sources.

One should keep in mind that any screening/diagnostic/achievement tool may be significantly affected by the sensitivity of its user. Caution is suggested in the choice of any test, for only a skilled diagnostician should make the final decision. In addition, consideration should be given to the fact that many tests currently in use discriminate unfairly against minority children and other children with special problems (e.g., visually impaired, perceptual-motor handicapped, etc.). The likelihood of bias occuring against certain groups of children is increased when any single test, or test data alone, are used as a sole determinant for educational decisions. It should be noted, also, that many of the tests can be used to assess more than one behavioral dimension. Where this was obviously the case, multiple entries were made on the matrix.

For still more comprehensive and authoritative data, the user is referred to such sources as Buros Mental Measurement Yearbooks, Tests in Print, and/or the administrative manual for the test itself.

In addition to the Pre-school Test Matrix and individual test descriptor sheets, a decision matrix has been included in this document to help the user define his assessment needs and weigh his selection criteria. The decision matrix has been formatted so that the descriptor dimensions used on the test matrix become questions and/or statements on the decision matrix. By responding to each of the questions the user can obtain an indication of his assessment needs before using the test matrix in selecting an approprite test(s). After this process is completed, the user can then compare his criteria to that which is offered in the test matrix. In this context the decision matrix is considered an optional section which it is anticipated will facilitate the user in finding those assessment devices most relevant for his needs.

The contents of the document have been arranged in an order which leads the user sequentially through its sections. In order to obtain a full understanding of the contents and their intended use the user should first read the introduction, procedures used for selection of assessment devices to be included in the test matrix, and the descriptor definitions before proceeding to the other parts.

The final section of the document is the evaluation input form. This form is felt to be of critical importance to the document as a whole, that the area of pre-school assessment is dynamic and not static requires continual updating and upgrading of documents of this kind. The user's evaluation of the document will aid significantly in the process of keeping practitioners in the field apprised of information available to them in a form which is conducive to optimal use.

PROCEDURES USED FOR SELECTION OF ASSESSMENT DEVICES INCLUDED IN THE TEST MATRIX

A three step procedure was employed in reviewing the individual assessment devices before they were finally accepted for inclusion in the test matrix. These procedures were undertaken to more fully guarantee that the assessment devices included in the test matrix represented a comprehensive sample of available tests and to assure the reviewers that the devices selected were of sufficient content.

1. Screening of the following resources for the identification of appropriate pre-school assessment devices were made as a first step in identifying a pool of assessments. The following resources were reviewed to establish a basic list:

    a. Technical Assistant Development System - Evaluation Bibliography: Tadscript #2. North Carolina: Chapel Hill, 1973.

    b. Hoepfner, R., Stern, C. and Nunmedal, S.G. (eds.) CSE-ELRC Pre-school/Kindergarten Test Evaluations. Calif: Los Angeles, 1971.

    c. Northeast Regional Resource Center. Early Childhood Assessment List. New Jersey: Hightstown, 1975.

    d. Meier, J. Screening and Assessment of Young Children at Developmental Risk; President's Committee on Mental Retardation. Washington, D.C.: March, 1973.

    e. Buros, O.K. (ed.) The Seventh Mental Measurement Yearbook, Gryphon Press. New Jersey: Highland Park, 1972.

    f. Buros, O.K. (ed.) Tests in Print, Gryphon Press, New Jersey: Highland Park, 1974.

    g. Survey of Test Publishers Catalogs.

    h. Consultation with Assessment Personnel, University of Kentucky (language, speech and audiology, assessment clinic, etc.).

    i. Cawley, S.F. (ed.) Behavior Resource Guide, Educational Services, Inc. Connecticut: Wallingford, 1973.

    j. National Learning Resource Center of Pennsylvania. Special Education Resources Location Analysis and Retrieval (SER-LAR). Pennsylvania: Harrisburg, 1974.

k. Guthrie, P.D. Headstart Test Collection Report: School Readiness Measures (An annotated bibliography). Educational Testing Service. New Jersey: Princeton, August, 1971.

l. Rosen, P. Headstart Test Collection Report: Language Development Tests (An annotated bibliography). Educational Testing Service. New Jersey: Princeton, August, 1971.

m. Guthrie, P.E. Headstart Test Collection Report: Measures of Infant Development (An annotated bibliography). Educational Testing Service. New Jersey: Princeton, December, 1971.

2. Criteria used to determine whether an assessment device would be considered for inclusion in the matrix were as follows:

   a. The assessment device had a high feasibility for use by classroom educators, with a minimum of consultation needed from outside professionals.

   b. Each device was self contained. The administration of the device does not require extensive outside reading, classes, etc. to be able to administer.

   c. The assessment device covered some part of the chronological age range from birth to six years of age.

   d. All items on the "individual test descriptor sheets" could be completed for the device.

3. Final review of the assessment devices screened was performed by selected pre-school assessment experts as recommended by the Training and Communications committee of the Regional Resource Centers. This field based review was conducted to obtain input from external reviewers regarding the appropriateness of the document content, format, structure and utility for use by professionals in the field of Early Childhood Education. Additionally, the external review process was conducted to insure that the selection of assessment devices was representative of those instruments more often used in the field.

No attempt was made to intentionally exclude any assessment device presently available on the market. If any were excluded, it was primarily on the basis of not being able to secure enough information on the device to sufficiently complete an individual test descriptor form for it or the device was in research status and copies of it could not be obtained other than through research paper publications. Analysis of the test information regarding the tests reviewed for inclusion in the matrix was performed as objectively as possible. Statements given about any test approximate what the authors or publishers said in description of the device in their test materials. Nothing that is said or not said about the tests included in the matrix should be taken as a recommendation of the test.

TEST DESCRIPTOR DEFINITIONS AND USE

This section of the document is designed to aid the user in his understanding of each of the descriptor terms used inthe test matrix. Each descriptor dimension is defined with the intent of giving: 1) operational definition to each term used and 2) explanation as to how each descriptor should be interpreted in identifying that dimension of any assessment device being considered.

The definitions used to define the terms in the test matrix were taken from different professional sources. An attempt was made in all cases to secure the most representative definition possible for the term.

1.Adaptive Behavior Scal
2.Creative Analysis
3.Riley Problems Ch
4.Pre-school
5.Woodhill Pre-

ASSESSMENT DEVICES DIMENSION

An alphabetized listing of assessment devices and procedures is contained in the test matrix. Each entry is numbered to correspond to the number of the individual test descriptor sheet found in that section of the document.

Parent	Teacher Administered	Diagnostician Administered	Group Administered	Individual Administered
x				
	x			
	x			
		x		x

ADMINISTRATIVE INFORMATION DIMENSION

Parent, Teacher and Diagnostician Sub-dimensions

All assessment devices were reviewed with consideration given to who would be the most appropriate person to administer the test. In some cases, the device could be administered by more than one type of professional. If this was the case, multiple entries were made on the matrix and individual test descriptor sheets. It should be noted that if the administrator has questions regarding administration, scoring or interpretation of the devices that they should consult an authority for added information.

If the assessment device has only one administrator dimension checked, that population was the one identified by the test author as being the most appropriate for their tests administration.

Group and Individual Administration Sub-dimensions: Is the device for use with groups of children or is it for use with an individual child only? Is the question being answered by these descriptor dimensions? The majority of assessment devices are for administration to individual children only, given the ages of the children at the pre-school level. Some can be used in group settings and have been standardized for such purposes. Several devices can be used as both group and/or individual measures. This is so indicated with a double entry on the matrix.

Age/Grade	Time Required (minutes)
2 yrs-5yrs	10

Age/Grade and Time Required Sub-dimensions:

When given by the test authors or publishers, the age range or range of grade levels for which the test was standardized is reported. The ages are given in years and months. Grade levels are indicated for that grade for which the test was developed.

The time indicated is that time normally required to administer the test only, scoring and test interpretation time is not included. The times given are based on the assumption that a minimum of prior study has been given to the device, its format, administration procedures, protocol and test manual before the device is used. With some entries practice administration may be necessary in order to administer the test within the indicated time limits. Times given for criterion referenced measures, developmental schedules and rating scales are indicative of the time necessary for the administrator to complete the form in one setting. Given the structure and processes of this type assessment procedures multiple administrations could possibly occur and would require, then more time overall.

Verbal Response	Non-verbal Response
	x
x	
	x
x	

RESPONSE MODE DIMENSIONS

Verbal and non-verbal response sub-dimensions: The column checked indicates that the test requires from the child that identified mode of response; verbal or non-verbal. Verbal responses require the child to respond in spoken words to questions or statements, read or verbalized to the child. Non-verbal test responses require only that the child be able to point to test materials or be able to manipulate test materials. If both response modes are checked on the matrix, this indicates that both types of responses are asked of the child.

Criterion	Normative
x	
	x
	x

REFERENCE DIMENSION

Criterion Sub-dimension: A criterion referenced test refers to one which measures a specific set of skills relative to a specific objective which defines a domain of test items, i.e., an individual receives a score which is compared to a pre-established test performance criterion. A check in this column indicates that the device is based solely on a criterion referenced approach to child assessment.

Normative Sub-dimension: A norm referenced or standardized test is one which has been developed by testing large samples of individuals and normally distributing their scores, i.e., one individual will receive a test score that is relative to the performance of a sample population used to reference the test.

Language Development	Concept Formation	Behavior	Articulation	Auditory Reception
	x		x	
x			x	
		x		

CONTENT DIMENSION

The content areas are listed to indicate to the assessment selector the area of assessment for which the majority of the test items was designed . Two of the content areas give. also, the type of device design, i.e., inventory and developmental scale. More than one indication of content, two or more checks, identifies the device as assessing multiple content descriptor areas. The content areas are defined as:

Auditory Reception: The ability to receive, differentiate and understand auditory stimuli. The ability of a child to derive meaning from verbally presented material (e.g., recognizes environmental noises, follows instructions, etc.)

Visual Reception: The ability to receive, differentiate and understand visual stimuli. Ability to derive meaning from visual symbols.

Language Development: The habits associated with receiving, associating and expressing symbolic information. The ability to abstract, to attach meaning to words and to use these words as symbols for thought and for the expression of ideas, objects and feelings (Myklelust, 1955).

Motor Development: Gross Motor. The development of large muscle skills such as running, walking, climbing, throwing and sitting. Included in gross motor development are the following perceptual-motor ability areas: (a) body perception, (b) static balance, (c) dynamic balance, (d) general body coordination, (e) speed and acuity and (f) endurance. Fine motor: The development of small muscle skills such as cutting, writing and bead stringing. Included in fine motor development are the following ability areas: (a) finger dexterity, (b) finger speed, (c) hand and finger dexterity, (d) hand and finger speed, and (e) arm and hand precision.

Self Concept: The development of a positive and/or realistic feeling about oneself. A person's view of himself or what he perceives himself to be.

Behavior: Those variables associated with the child's development are indicative of the degree to which he positively or negatively interacts with his environment. Behavior in this context is interpreted to mean that a discrepancy exists between the child's feelings and those of the population of which he is a significant component.

Articulation: The production of speech sounds by modifying the breath stream through movements of the lips, tongue and velum.

School Readiness: The extent to which the child is prepared for the world of school psychologically, socially, physically, cognitively and emotionally.

Social Development: Ability to relate to the environment and to others in a positive and meaningful way. Ability areas might include: (a) body awareness, (b) self-help skills, (c) understanding others and (d) relationship with others.

Concept Inventory: An instrument designed to assess the child's ability to refer from what is observable and to attach meaning to it. In education, it pertains also, to the assessment of the basic knowledge a child has within the traditional academic areas.

EMPHASIS DIMENSION

Achievement	Diagnostic	Screening
x		x
		x
	x	

The emphasis dimension descriptors identify one dimension of purpose for which the assessment device is directed. These are defined as follows:

Screening - Tests of this type have been developed for the purpose of identifying individuals with possible handicaps or used to determine if there is a need for a specialized program. They are not designed to assess the exact type or extent of any behavioral or handicapped conditions.

Diagnostic - Diagnostic tests have been designed to identify specific conditions that are of a potential handicapping nature and to provide information useful in developing relevant psycho-educational prescriptions by defining strengths and weaknesses.

Achievement - An achievement test is one that has been developed for the purpose of quantitatively measuring an individual's success in the academic core areas as compared to other children.

CATEGORY DIMENSIONS

Blind
Deaf
Hard of Hearing
Physically Handicapped

Categories of handicapping conditions indicate the type of handicapped population for which the device could be used as stated by the test authors.

The definitions of handicapped conditions as follow were obtained from the Bureau of Education for the Handicapped and represent the best expression of national definitions available. These categories will vary from state to state in accordance with established state categories. It is hoped that these definitions are broad enough in focus, yet specific enough in description to allow the test matrix users to make an adequate match with the particular category used by their state.

Statements entered on the individual test descriptor forms regarding the handicapping category dimension of the test matrix are intended to notify the user first as to the primary handicapping condition for which the device was developed, secondly as to the secondary handicapping condition or additional handicapping condition(s) for which the device was developed. In addition, any alternate forms available for the device are given, e.g., for use with blind, deaf, spanish speaking, etc.

Physically Handicapped - A physical or health impairment that may adversely affect the performance of an individual in the usual school program. Students with physical or health handicaps should be identified within the categories below.

Orthopedically handicapped (crippled) - Individuals with an orthopedic condition of a type which might restrict normal opportunity fo education or self-support. This term is generally considered to include individuals having impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, cerebral palsy, etc.), and impairments caused by accident (e.g., fractures or burns which cause contractures, etc.).

Other health impaired - Individuals who are handicapped in their educational progress because of limited strength, vitality, and alertness due to chronic health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or other illness.

Hard of Hearing - Individuals with slightly to markedly defective hearing, as determined by their ability to use residual hearing in daily life, sometime with the use of a hearing aid.

Deaf - Individuals whose hearing is extremely defective so as to be essentially nonfunctional for the ordinary purposes of life.

Impaired articulation - Speech sound substitutions, omissions, and/or distortions involving the tongue, lips, jaw, or velum, resulting in defective speech either in producing sound separately or in connected speech (e.g., "dok" for "dog", "greaze" for "grease", and "chimmy" for Jimmy"). Impaired articulation usually occurs regularly and should not be confused with occasional mispronunciations or with voice impairments.

Stuttering - Speech often characterized by anxious experience of difficulty in emitting sounds or words, by reactions of unusual strain or tension, and by one or more of the following: repetition, blocking, injunction of superfluous speech elements, and/or prolongation on sounds, syllables, words or phrases. ("Stuttering" generally is used synonymously with "stammering", except by some specialists who designate speech repetitions as stuttering and speech blocks or stoppages as stammering).

Voice impairment - Abnormal voice quality caused by pathology or misuse of the larynx.

Language disorder - An impairment in processing oral language receptively or expressively.

Visual Handicap - Individuals having such impaired vision, after correction by all possible means, that it constitutes an educational handicap but who use sight as their chief avenue of learning and who have sufficient residual vision to enable them to read by means of print.

Blind - Individuals who are sightless or who have such limited vision that they must rely on hearing and touch as their chief avenues of learning, are considered to be educationally blind.

Visual Perception - Individuals whose visual acuity measures below normal, or whose vision is below 20/20 on the Snellen scale, or vision is impaired in any of its functions, as manifested by imperfect depth perception, faulty muscular action, color blindness, or a limited field of vision (poor peripheral vision or poor central vision). If this impairment is of such a severity as to handicap the formal function of the individual, he should not be counted here but should be classified and counted under visually handicapped or blind.

Educably Mentally Retarded - Individuals who are educable in the academic, social, and occupational areas, even though moderate supervision may be necessary.

Trainable Mentally Retarded - Individuals who are capable of only very limited meaningful achievement in traditional basic academic skills, but who are capable of profiting from programs of training in self-care and simply job or vocational skills.

Seriously Emotionally Disturbed - Individuals identifed by professionally qualified personnel as having an emotional handicap of such a nature and severity as to require one or more special services, whether or not such services are available.

Specific Learning Disabilities - Children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such terms do not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental disadvantage.

DECISION MATRIX
Explanation of Its Use

The decision matrix is included to help the test matrix user identify tests which are most appropriate to use with the child being considered for appraisal.

The matrix is developed to elicit from the test matrix user responses to questions and statements which might further clarify the assessment question being asked about the child to be appraised. All one needs to do is check or enter the requested information being asked about the child in the appropriate response box. The matrix, then, becomes a "planning form" which can aid the user by better identifying what he is looking for in the way of assessment devices for a particular child or group of children. For ease in moving from the decision matrix to the test matrix the decision matrix questions and statements are arranged to correspond in sequence to the descriptor dimensions found across the top of the test matrix.

Once the test matrix user has completed the decision matrix he can then compare his criteria to that which is offered on the test matrix iteself. It is expected that in some instances not all of the pre-identified criteria will be found in one device on the test matrix. In this case, the selection of that assessment device which most closely approximates your needs should be considered for use. If none of the devices given meet your criteria sufficiently then reference to other testing resources will be necessary.

It is suggested that for ease in using the decision matrix that the user may want to make multiple copies of the matrix to use as working copies for each child being considered for assessment.

DECISION MATRIX

Who do I want to administer the test?

- Parent Administered ☐
- Teacher Administered ☐
- Diagnostician Administered ☐

I want to administer the test to
- more than one child at a time — Group Administered ☐
- one child at a time — Individually Administered ☐

The age/grade level of the child I want to test is — Age/Grade ☐

How much time do I have or can I afford to take in giving the test? — Time Required (minutes ☐

The child I want to test
- can give verbal responses — Verbal Response ☐
- cannot give verbal responses — Non-Verbal Response ☐

I want to use a test which compares
- the child to himself and his attainment of educational objectives — Criterion ☐
- the child to other children of the same age in the area(s) to be assessed — Normative ☐

The content area(s) I want to know regarding the child to be tested are

- Auditory Reception ☐
- Visual Reception ☐
- Language Development ☐
- Motor Development ☐
- Self Concept ☐
- Behavior ☐
- Articulation ☐
- School Readiness ☐
- Social Development ☐
- Concept Inventory ☐

I would like to identify whether the child has, or may have a potential for a handicapping condition — Screening ☐

I would like to ascertain the child's relative strengths and weaknesses within the content areas being assessed — Diagnostic ☐

I would like to determine the child's relative position (grade and/or age) as compared to other children within the basic academic core areas — Achievement ☐

I need a test which was developed to assess one or more of the following classifications of handicapped children

- Physically Handicapped ☐
- Hard of Hearing ☐
- Deaf ☐
- Speech Impairment ☐
- Visually Handicapped ☐
- Blind ☐
- Visual Perception ☐
- Educable Mentally Retarded ☐
- Trainable Mentally Retarded ☐
- Seriously Emotionally Disturbed ☐
- Seriously Maladjusted ☐
- Specific Learning Disabilities ☐

Additional criteria I would like to consider in test selection

______________________ ______________________ ______________________

______________________ ______________________ ______________________

TIME REQUIRED (Minutes)	RESPONSE MODE		REFERENCE		CONTENT										EMPHASIS		
	Verbal Response	Non-Verbal Response	Criterion	Normative	Auditory Reception	Articulation	Behavior	Concept Inventory	Language Development	Motor Development	School Readiness	Self Concept	Social Development	Visual Reception	Screening	Diagnostic	Achievement
8 - 9 minutes	X	X		X						X	X				X		
15 - 20 minutes	X	X		X			X		X			X	X			X	
15 - 20 minutes	X	X		X			X		X			X	X			X	
No time limit		X		X					X						X		
A few minutes	X			X							X				X		
20 - 30 minutes	X			X		X									X		
Not reported		X		X						X	X			X			X
10 - 15 minutes		X		X	X				X		X					X	
2 days - 20 minutes/day		X	X						X		X			X	X	X	
15 - 25 minutes	X	X	X					X	X						X	X	
Not applicable	X		X	X			X	X	X		X		X		X		
45 minutes	X	X		X	X		X			X			X	X	X		
5 - 10 minutes		X		X			X								X		
3 - 15 minutes		X		X											X	X	
15 - 20 minutes	X			X				X			X					X	X
10 minutes		X		X			X				X		X		X		
10 - 15 minutes		X		X	X				X							X	
15 minutes		X		X			X						X		X		
Untimed		X		X			X				X		X			X	
15 - 30 minutes		X	X	X			X						X		X		
Not reported	X	X	X				X			X	X		X		X		X
45 minutes	X			X		X			X						X	X	
Not reported		X	X				X	X			X		X				X
10 - 20 minutes	X			X			X			X	X		X		X		
5 - 10 minutes		X		X			X					X	X		X		
10 minutes		X		X			X					X	X		X		
60 minutes		X		X							X		X		X		
Not reported		X		X	X	X			X	X	X			X	X	X	
15 - 30 minutes		X		X											X		
No time limit		X		X	X				X	X	X			X	X		
35 - 45 minutes	X			X	X	X			X	X	X		X	X	X		
105 min. over 2 sess.	X	X		X	X				X		X				X		
15 minutes	X	X		X	X				X	X	X			X	X	X	
10 - 15 minutes	X			X		X			X		X				X	X	X
15 - 20 minutes		X		X					X	X			X		X		

PRE-SCHOOL TEST MATRIX

DESCRIPTIVE DIMENSIONS
(CONT'D)

CONTENT									EMPHASIS			CATEGORY
Articulation	Behavior	Concept Inventory	Language Development	Motor Development	School Readiness	Self Concept	Social Development	Visual Reception	Screening	Diagnostic	Achievement	
				X	X				X			Immature Children
	X		X			X	X			X		Mentally Retarded
	X		X			X	X			X		Mentally Retarded
			X						X			Culturally Deprived
					X				X			Culturally Deprived
X									X			
				X	X			X			X	**Deaf, Reading Disabilities**
			X		X					X		**Language Disabilities**
			X		X			X	X	X		
		X	X						X	X		**Most Handicaps**
	X	X	X		X		X		X			All/Minority Groups
	X			X			X	X	X			Infant Development
	X								X			Emotionally Disturbed
									X	X		All/Perceptual Difficulties
		X			X					X	X	
	X				X		X		X			**Suspected Brain Dysfunctions**
			X							X		**Developmentally Disabled**
	X						X		X			**Treatable Mentally Retarded**
	X				X		X			X		
	X						X		X			**Mentally Retarded**
	X			X	X		X		X		X	Developmental Lags
X			X						X	X		Most Handicaps
	X	X			X		X				X	
	X			X	X		X		X			Developmental Lags
	X					X	X		X			
	X					X	X		X			
					X		X		X			
X			X	X	X			X	X	X		
									X			**Most Handicaps**
			X	X	X			X	X			
X			X	X	X		X	X	X			Developmental/Sensory Deficits
			X		X				X			
			X	X	X			X	X	X		Disadvantaged Children
X			X		X				X	X	X	Language Disabilities
			X	X			X		X			Normal

SCHOOL TEST MATRIX

DESCRIPTIVE DIMENSIONS
(CONT'D)

ASSESSMENT DEVICES

1. ABC Inventory
2. Adaptive Behavior Scale
3. Adaptive Behavior Scale, Public School Version
4. American School Reading Readiness Test
5. Anton Brenner Developmental Gestalt Test of School Readiness
6. Arizona Articulation Proficiency Scale: Revised
7. Arthur Point Scale of Performance Test; Revised Form II
8. Assessment of Children Language Comprehension
9. Assessment Program of Early Learning Levels (Apell)
10. Basic Concept Inventory (Field Research Edition)
11. Basic School Skills Inventory
12. Bayley Scale of Infant Development
13. Behavior Rating Scale for the Preschool Child

*14. Bender Motor Gestalt Test

15. Boehm Test of Basic Concepts
16. Burks Behavior Rating Scale
17. Bzoch-League Receptive-Expressive Emergent Language Scale
18. Cain-Levine Social Competency Scale
19. California Preschool Social Competency Scale
20. Camelot Behavioral Checklist
21. Carolina Developmental Profile
22. Carrow Elicited Language Inventory
23. Cassel Developmental Record (CDR)
24. CCD Developmental Progress Scale
25. Child Behavior Rating Scale (CBRS)
26. Children's Self Social Construct Test
27. Cincinnati-Autonomy Test Battery (CATB)
28. Circus

**29. Columbia Mental Maturity Scale

30. Communicative Evaluation Chart From Infancy to Five Years
31. Comprehensive Identification Process (CIP)
32. Contemporary School Readiness Test
33. Cooperative Preschool Inventory
34. Dailey Language Facility Test
35. Denver Developmental Screening Test

*Used to identify children with brain dysfunctions
**Intelligence measure

PRE-SCHOO

DESCRIPT

ADMINISTRATIVE					
Parent	Teacher Administered	Diagnostician Administered	Group Administered	Individually Administered	AGE/GRADE
		X		X	3 yrs. 6 mos. - 6 yrs. 7 mos.
X	X		X	X	Children and Adults
X	X	X		X	Children and Adults
	X	X	X		Pre-Readers
		X		X	5 - 6 years
X	X	X		X	3 years to adult
		X		X	4 yrs. 6 mos. - 15 yrs. 6 mos.
		X	X	X	3 - 7 years
	X		X		4-1/2 - 7 years
	X			X	Pre-school and Kindergarten
	X			X	4 - 7 years
		X		X	2 - 2-1/2 years
X	X	X		X	3 - 6 years
		X	X	X	5 - 10 years
	X	X	X	X	Pre-school - Grade 3
X	X			X	Pre-school - Grade 8
	X	X		X	Birth - 36 months
	X	X		X	5 - 13 years
	X			X	2-1/2 years - 5-1/2 years
	X			X	All ages
		X		X	2 - 5 years
		X		X	3 - 8 years
	X	X		X	Birth - Death
X	X			X	Birth - 8 years
X	X			X	Kindergarten - Grade 3
		X		X	3 - 8 years
	X	X		X	3 - 6 years
	X		X		4 - 5 years
		X		X	3-1/2 - 10 years
X				X	Infancy - 5 years
X	X	X		X	2-1/2 - 5-1/2 years
	X		X		End of Kindergarten - Beginning Grade 1
X	X			X	3 - 6 years
	X			X	Age 3 to Grade 12
	X			X	6 weeks - 6.4 years

HOOL TEST MATRIX

ESCRIPTIVE DIMENSIONS

ASSESSMENT DEVICES

**Intelligence measure
+Arithmetic measure

36. Detroit Tests of Learning Aptitude
37. Developmental Guidelines
38. Developmental Key for Assessing Children's Growth
39. Developmental Profile
40. Developmental Screening Inventory
41. Developmental Test of Visual-Motor Integration
42. Developmental Test of Visual Perception
43. Early Childhood Education for Handicapped Children: Birth-Three Year Scale
44. EMI Assessment Scale
45. Environmental Language Inventory
46. Fairview Behavior Evaluation Battery for the Mentally Retarded
47. First Grade Screening Test
48. Gessel Developmental Kit
49. Goldman-Fristoe Test of Articulation
50. Goldman-Fristoe-Woodcock Auditory Skills Test Battery
51. Goodenough-Harris Drawing Test
52. Hiskey-Nebraska Test of Learning Aptitude
53. Home Parent Child Stimulation: Manual 1
54. Houston Test for Language Development
55. Illinois Test of Psycholinguistic Abilities
56. Infant Behavior Inventory

**57. Infant Intelligence Scale (Cattell)

58. Inter-American Services: Test of General Ability
59. Inventory of Readiness Skills

**60. Kahn Intelligence Test

+61. Key Math Diagnostic Arithmetic Test

62. Kindergarten Auditory Screening Test
63. Kindergarten Evaluation of Learning Potential
64. Language and Learning Disorders of the Pre-Academic Child
65. Lakeland Village Adaptive Behavior Grid
66. Learning Accomplishment Profile (LAP)
67. Learning Accomplishment Profile (LAP-D) Diagnostician Edition

**68. Leiter International Performance Scale

69. Lexington Developmental Scale
70. McCarthy Scale of Children's Abilities

PRE-SCHOOL TES

DESCRIPTIVE DIMEN

	ADMINISTRATIVE					
	Parent	Teacher Administered	Diagnostician Administered	Group Administered	Individually Administered	AGE/GRADE
		X	X		X	3 years to adult
	X	X	X		X	36 months to 72 months
		X			X	Preschool to First Grade
	X	X	X		X	6 months - 12 years
	X				X	1 year to 18 months
		X		X	X	2 years - 15 years
			X	X	X	3 years - 8 years
cale	X				X	0 - 36 months
		X	X		X	1 month - 2 years
			X		X	2 years - 6 years
	X	X	X		X	Birth - 10 years
		X		X		End of K - First of 1st grade
			X		X	5 to 10 years
		X	X		X	Preschool and Over
		X			X	3 to 8 years and above
			X	X	X	3 to 15 years
			X		X	3 to 16 years
			X		X	0 to 6 years
			X		X	6 months - 6 years
		X	X		X	2 years - 10 years
		X			X	1 year - 3 years
			X		X	3 months - 30 months
		X		X	X	4 and 5 year olds
		X	X		X	Preschool, K, 1st grade
			X		X	One month and over
		X	X		X	Preschool - 6th grade
		X	X	X		Kindergarten
		X	X	X		Kindergarten
			X		X	Birth - 6 years
		X	X		X	3 months - 16 years
	X	X			X	0 - 6 years
		X			X	0 - 6 years
			X		X	2 years - Adult
	X	X			X	0 - 6 years
			X		X	2-1/2 to 8-1/2 years

TEST MATRIX

DIMENSIONS 21A

	RESPONSE MODE		REFERENCE		CONTENT										EMPHASIS			
TIME REQUIRED (Minutes)	Verbal Response	Non-Verbal Response	Criterion	Normative	Auditory Reception	Articulation	Behavior	Concept Inventory	Language Development	Motor Development	School Readiness	Self Concept	Social Development	Visual Reception	Screening	Diagnostic	Achievement	
60 - 90 minutes	X	X		X	X				X		X		X	X	X			A
Not given		X	X						X	X			X		X			S
10 - 15 minutes		X	X				X		X	X	X		X		X			
30 - 40 minutes		X		X					X	X	X		X		X			A
5 - 30 minutes		X		X					X	X	X	X	X		X			N
10 - minutes		X		X						X	X			X	X	X		
45 - 60 minutes		X		X						X	X			X	X			L
Varied	X	X		X					X	X			X		X	X		L
30 - 45 minutes	X	X	X						X	X			X			X		
20 - 30 minutes	X		X						X		X					X		S
15 min. per checklist		X		X			X		X		X		X		X			M
30 - 45 minnutes	X			X			X		X	X	X		X		X			
30 minutes	X			X	X				X	X	X		X	X	X			S
10 - 15 minutes	X			X		X										X		A
10 - 15 minutes	X			X	X										X			L
10 - 15 minutes		X		X			X			X	X	X			X			
45 - 60 minutes	X	X		X					X	X	X			X	X			L
30 - 60 minutes	X	X	X				X		X	X	X		X				X	A
30 minutes	X			X					X						X			L
45 - 60 minutes	X	X		X	X				X	X	X			X		X		
15 - 30 minutes	X	X	X				X		X	X	X	X	X		X			
20 - 40 minutes	X	X	X												X			A
40 - 50 minutes	X			X					X						X			A
20 minutes	X			X	X	X			X	X		X		X		X		
Not reported	X			X												X		V
30 minutes	X	X		X												X		A
20 minutes					X										X			S
					X				X				X	X			X	
60 - 90 minutes	X			X	X				X	X	X		X		X	X	X	
Varied	X	X	X				X		X	X			X			X		
Not timed	X	X		X			X		X	X	X		X		X			D
60.minutes	X	X		X			X		X	X	X		X				X	D
Not timed		X		X												X		V
30 minutes a setting	X	X		X					X	X		X	X		X			D
45 - 60 minutes	X			X					X	X				X			X	

PRE-SCHOOL TEST MATRIX

DESCRIPTIVE DIMENSIONS
(CONT'D)

CONTENT						EMPHASIS			CATEGORY
Language Development	Motor Development	School Readiness	Self Concept	Social Development	Visual Reception	Screening	Diagnostic	Achievement	
X		X		X	X	X			All Handicapped
X	X			X		X			Suspected Developmental Lags
X	X	X		X		X			
X	X	X		X		X			All/Minority Groups
X	X	X	X	X		X			Normal
	X	X			X	X	X		Mentally Retarded/L.D.
	X	X			X	X			Learning Disabilities
X	X			X		X	X		Language Disabilities
X	X			X			X		
X		X					X		Severely Handicapped
X		X		X		X			Mentally Retarded
X	X	X		X		X			
X	X	X		X	X	X			Suspected Developmental Lags
							X		All Handicapped
						X			L.D., Speech and Hearing
	X	X	X			X			
X	X	X			X	X			Deaf and Hard of Hearing
X	X	X		X				X	All Handicapped
X						X			Language Handicapped
X	X	X			X		X		M.R., Learning Disabilities
X	X	X	X	X		X			
						X			All Infants
X						X			All/Spanish Speaking
X	X		X		X		X		
							X		Verbally or Culturally Handicapped
							X		Arithmetic Problems
						X			Suspected Auditory Difficulties
X				X	X			X	
X	X	X		X		X	X	X	Most Handicapped
X	X			X			X		Institutional Population
X	X	X		X		X			Developmental Lags
X	X	X		X				X	Developmental Lags
							X		Verbally Handicapped
X	X		X	X		X			Developmental Lags
X	X				X			X	

OOL TEST MATRIX

SCRIPTIVE DIMENSIONS
(CONT'D)

ASSESSMENT DEVICES

71. A Manual for the Assessment of a "Deaf-Blind" Multiply Handicapped Child
72. Maturity Level for School Entrance and Reading Readiness
73. Maxfield-Bucholz Scale of Social Maturity with Pre-School
74. Meeting Street School Screening Test
75. Memphis Comprehensive Developmental Scale
76. Metropolitan Readiness Test
**77. Minnesota Preschool Scale (MPS)
78. Missouri Children's Picture Series (MCPS)
++79. Motor Free Visual Perception Test
80. Move-Grow-Learn (Movement Skills Survey)
81. Osteretsky Test of Motor Proficiency
82. Peabody Individual Achievement Test
83. Peabody Picture Vocabulary Test
84. Performance Goals Record
85. Picture Story Language Test
86. Piers-Harris Children's Self Concept Scale
87. Portage Project
88. Preliminary Profile
89. Pre-School Attainment Record, Resarch Edition
90. Pre-School Screening Survey
91. Pre-School Language Scale
92. Primary Academic Sentiment Scale
93. Primary Self Concept Inventory
94. Pupil Record of Education Behavior (PREB)
95. Purdue Perceptual Motor Survey
96. Progress Assessment Charts of Social Development, Form I (3rd Ed), Form II
97. Psychoeducational Education of the Pre-School Child
98. Rapid Developmental Screening Checklist
99. Riley Pre-School Developmental Screening Inventory
100. Ring and Peg Tests of Behavioral Development, Revised Edition
101. School Readiness Checklist - Ready or Not?
102. School Readiness Survey
103. SRA Primary Mental Abilities Test (K-1)
104. Screening Test for Academic Readiness
105. Screening Test for Auditory Comprehension of Language

**Intelligence measure
++Personality test

PRE-SCHOOL TE

DESCRIPTIVE DIME

	ADMINISTRATIVE					
	Parent	Teacher Administered	Diagnostician Administered	Group Administered	Individually Administered	AGE/GRADE
ld		X			X	Early childhood
		X			X	Kindergarten and Grade 1
	X	X			X	0 - 6 years
		X	X		X	5 - 7-1/2 years
	X	X	X		X	3 months - 5 years
		X		X		Kindergarten and Grade 1
		X			X	1-1/2 to 6 years
		X		X	X	5 - 16 years
	X	X	X		X	5 - 8 years
		X	X		X	Preschool to Grade 3
			X		X	4 to 16 years
		X	X		X	Kindergarten - Grade 12
		X	X	X	X	2-1/2 to 18 years
		X			X	Not specified
			X	X	X	7 and older
		X		X	X	Grades 3 to 12
	X	X			X	Birth - 5 years
		X			X	Pre Nursery - Kindergarten
	X	X			X	Preschool - Grade 3
		X			X	3 - 6 years
			X		X	2 - 6 years
	X	X		X		4.4 - 7.3 years
	X	X			X	Kindergarten - Grade 4
		X			X	Preschool - Upper primary
		X	X		X	6 - 10 years
(2nd Ed)	X	X	X		X	No age limit
		X			X	Preschool
	X	X			X	1 month - 5 years
		X			X	3 - 5 years
	X	X	X		X	0 - 6 years
	X				X	Preschool
	X				X	4 - 6 years
		X		X	X	Kindergarten - Grade 1
	X	X		X		4 years to 6 years 5 months
			X	X		3 years to 7 years

TEST MATRIX

DIMENSIONS

TIME REQUIRED (Minutes)	RESPONSE MODE		REFERENCE		CONTENT										EMPHASIS		
	Verbal Response	Non-Verbal Response	Criterion	Normative	Auditory Reception	Articulation	Behavior	Concept Inventory	Language Development	Motor Development	School Readiness	Self Concept	Social Development	Visual Reception	Screening	Diagnostic	Achievement
15 - 30 minutes		X	X						X	X			X		X		
15 minutes	X	X		X	X				X	X	X		X	X	X		
60 minutes		X		X					X	X			X		X		
15 - 20 minutes	X			X					X	X				X	X		
Untimed		X		X					X	X			X		X		
60 min. in 5 sessions		X									X				X		
30 minutes	X			X												X	
15 minutes		X		X											X		
10 minutes		X		X										X	X	X	
Varied		X	X						X	X		X			X		
20 - 30 minutes		X		X						X					X		
100 minutes	X	X		X													X
15 minutes	X	X		X					X							X	
Varied	X	X	X				X						X				X
20 - 30 minutes		X		X					X							X	
15 - 20 minutes	X			X								X			X	X	
Not timed	X		X						X	X			X			X	
15 minutes		X		X			X		X		X		X		X		
30 minutes	X			X					X	X					X		
30 minutes	X			X					X	X	X			X	X		
30 minutes	X	X		X	X	X			X		X				X		
50 minutes		X		X			X								X		
15 - 30 minutes		X		X								X			X	X	
30 minutes - 2 hours	X	X	X		X				X	X				X		X	
60 minutes		X		X						X		X			X		
10 - 20 minutes		X		X					X				X		X		
Varied		X	X						X	X	X			X		X	
10 - 15 minutes		X		X			X		X	X	X		X		X		
3 - 10 minutes		X		X			X				X		X		X		
20 - 50 minutes		X		X			X		X	X			X			X	
No time limit		X		X			X		X	X	X		X	X		X	
20 - 30 minutes	X	X		X					X		X				X		
60 - 75 minutes		X		X	X				X		X				X	X	X
60 minutes		X		X					X	X	X				X		
5 - 30 minutes		X		X	X				X						X		

PRE-SCHOOL TEST MATRIX

DESCRIPTIVE DIMENSIONS
(CONT'D)

CONTENT								EMPHASIS			CATEGORY
Behavior	Concept Inventory	Language Development	Motor Development	School Readiness	Self Concept	Social Development	Visual Reception	Screening	Diagnostic	Achievement	
		X	X			X		X			Blind/Deaf
		X	X	X		X	X	X			Developmental Lags
		X	X			X		X			Blind Children
		X	X				X	X			
		X	X			X		X			
				X				X			
									X		
								X			All Handicapped
							X	X	X		Most Handicapped
		X	X		X			X			
			X					X			Suspected Motor Problems
										X	
		X							X		Most Handicapped
X						X				X	All Handicapped
		X							X		Language Disability
					X			X	X		
		X	X			X			X		All Handicapped
X		X		X		X		X			
		X	X					X			All Handicapped
		X	X	X			X	X			
		X		X				X			Language Disabilities
X								X			All/Educationally Disadvantaged
					X			X	X		All/Spanish Speaking
		X	X				X		X		All/Spanish Speaking
			X		X			X			All/Learning Disabled
		X				X		X			Trainable Mentally Retarded
		X	X	X			X		X		Difficult to Test Children
X		X	X	X		X		X			
X				X		X		X			Disadvantaged Children
X		X	X			X			X		
X		X	X	X		X	X		X		
		X		X				X			
		X		X				X	X	X	
		X	X	X				X			
		X						X			M.R., H.H., Language Disabilities

HOOL TEST MATRIX

DESCRIPTIVE DIMENSIONS
(CONT'D)

ASSESSMENT DEVICES

106. Screening Test for the Assignment of Remedial Treatments
107. Sequenced Inventory of Communication Developments
**108. Slosson Intelligence Test for Children and Adults
109. Southern California Figure Ground Visual Perception Test
110. Sprigle School Readiness Screening Test
111. Stanford Early School Achievement Test: Level 1
112. TARC Assessment System
113. Templin-Darley Test of Articulation
114. Test for Auditory Comprehension of Language
115. Test of Basic Experiences (Language Subtest)
116. Thomas Self Concept Values Test (Experimental Form)
117. T.M.R. Performance Profile
**118. Vane Kindergarten Test (VKT)
119. Valett Developmental Survey of Basic Learning Abilities
120. Verbal Language Development Scale
121. Vineland Social Maturity Scale
122. Walker Problem Behavior Identification Checklist (WPBIC)
123. Wepman Auditory Discrimination Test
124. Wide Range Achievement Test (WRAT)
125. Winterhaven Perceptual Forms Test (Perceptual Motor Test)
126. Yellow Brick Road
127. YEMR Performance Profile for the Young Moderately and Mildly Retarded

**Intelligence measure

	ADMINISTRATIVE					
	Parent	Teacher Administered	Diagnostician Administered	Group Administered	Individually Administered	AGE/GRADE
		X		X		4 yrs. 6 mos. to 6 yrs. 5 mos.
			X		X	4 months to 48 months
		X	X		X	One month to Adult
	X	X			X	4 years - 10 years
			X		X	4 yrs. 6 mos. to 6 yrs. 9 mos.
		X	X	X		Pre Kindergarten to End of Kindergarten
	X	X		X	X	3 years - 6 years
			X	X	X	Preschool and over
		X	X		X	3 years through 7 years
		X	X	X		Pre Kindergarten - Grade 1
		X			X	Preschool - Grade 5
		X			X	Trainable Mentally Retarded
			X	X	X	4 years - 6 years 11 months
		X	X		X	2 years - 7 years
		X	X		X	Preschool - 15 years
	X	X	X		X	Birth - Maturity
		X	X		X	4 years - 6 years
			X		X	5 years - 8 years
		X	X		X	5 years - Adult
	X	X		X	X	4 years - 9 years
		X		X	X	5 years - 6 years
		X			X	Pre Kindergarten and Early Primary

L TEST MATRIX

TIVE DIMENSIONS

	RESPONSE MODE		REFERENCE		CONTENT										EMPHASIS		
TIME REQUIRED (Minutes)	Verbal Response	Non-Verbal Response	Criterion	Normative	Auditory Reception	Articulation	Behavior	Concept Inventory	Language Development	Motor Development	School Readiness	Self Concept	Social Development	Visual Reception	Screening	Diagnostic	Achievement
60 minutes	X		X	X	X					X				X	X		
30 - 60 minutes	X	X		X		X			X						X		
10 - 30 minutes	X			X											X		
5 - 20 minutes		X		X										X		X	
12 minutes	X	X		X							X				X		
90 minutes	X	X		X	X				X								X
15 - 30 minutes		X		X					X	X			X		X		
20 - 40 minutes	X			X		X									X	X	
20 minutes		X		X	X				X							X	
25 minutes	X	X		X				X	X		X				X		
10 - 20 minutes	X			X								X				X	
30 minutes		X	X						X				X			X	
30 minutes	X			X													
Varied	X			X	X				X	X				X		X	
30 minutes		X		X					X						X		
20 - 30 minutes	X			X			X		X	X			X		X		X
2 - 5 minutes		X		X			X				X		X		X		
10 - 15 minutes	X	X		X	X										X		
15 - 30 minutes	X			X													X
3 - 4 minutes		X	X							X				X	X	X	
20 minutes	X	X		X	X				X	X				X	X		
No time limit		X	X				X		X	X			X	X		X	X

PRE-SCHOOL TEST MATRIX

DESCRIPTIVE DIMENSIONS

26

	CONTENT							EMPHASIS			CATEGORY
	Concept Inventory	Language Development	Motor Development	School Readiness	Self Concept	Social Development	Visual Reception	Screening	Diagnostic	Achievement	
			X				X	X			All Handicapped
		X						X			
								X			
							X		X		Visual Perception Difficulties
				X				X			
		X								X	
		X	X			X		X			Mentally Retarded
								X	X		Speech
		X							X		All/Spanish Speaking
	X	X		X				X			All/Spanish Speaking
					X				X		
		X				X			X		Moderate-Profoundly M.R.
		X	X				X		X		Learning Disabilities
		X						X			Language Problems
X		X	X			X		X		X	All Handicapped
X				X		X		X			Behavior Problems
								X			Suspected Auditory Disabled
										X	Normal
			X				X	X	X		
		X	X				X	X			
X		X	X			X	X		X	X	Moderate-Mildly Retarded

HOOL TEST MATRIX

DESCRIPTIVE DIMENSIONS

ABC INVENTORY

IDENTIFYING INFORMATION

PUBLISHER: Research Concepts

ADDRESS: 1368 East Airport Road
Muskegon, Michigan 49444

COPYRIGHT DATE: 1965

COST: 9.40 PER: 100 (includes manual)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Draw-a-man and verbal questions which include verbal responses and one motor response from the child.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 8-9 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: No special training is required to administer the inventory.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
3 years 6 months to 6 years 7 months

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Immature children

STANDARDIZATION POPULATION(S) Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Items ask the child to relate to drawing, copying, folding, counting, memory, colors, size concepts, time concepts and general information.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Chronological age, ready age

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Not applicable

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

None

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: From a sample of 83 children 86% who failed first year of school were identified.

RELIABILITY: No adequate evidence of reliability was reported.

OTHER TECHNICAL CONSIDERATIONS:

The ABC Inventory has been used with a high degree of success in identifying children who subsequently demonstrate inadequate school performance.

ADDITIONAL COMMENTS

None

ASSESSMENT 2

ADAPTIVE BEHAVIOR SCALE

IDENTIFYING INFORMATION

PUBLISHER: American Association on Mental Deficiency

ADDRESS: 5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

COPYRIGHT DATE: 1975 Revision

COST: $5.00 per manual; $1.00 per scale

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: The test contains 24 subtests that cover appropriate and inappropriate life skill behaviors. Part I (independent functioning, physical development, economic activity, language development, number and time concepts, occupation-domestic, occupation-general, self direction, responsibilities, socialization; Part 2 (violent and destructive behavior, antisocial, rebellious behavior, untrustworthy behavior, withdrawn, stereotyped behavior and odd mannerisms, inappropriate interpersonal manners, inappropriate vocal habits, unacceptable or eccentric habits, self-abusive behavior, hyperactivity, sexually aberrant behavior, psychological disturbance, use of medication).

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual and group

ESTIMATED TESTING TIME: 15-20 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The scale is designed to permit administration by people without a great deal of special training as well as professionals.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Children and adults

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Mentally retarded

STANDARDIZATION POPULATION(S) 4000 institutionalized retarded in 68 institutions

ARE THERE OTHER EXAMINEE CONSIDERATIONS? Information about the examinee should be gathered from a person who spends the greatest number of waking hours with the examinee; however, it may be necessary to involve a number of staff members

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? No

EXPRESSED BY: The scoring system provides raw scores in the 24 behavior domains, and some raw scores at the sub-domain level.

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Percentile ranks are provided (for retarded individuals). Also, profile summary sheets are so designed as to provide a visual profile of the individual.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Part one significantly discriminated children who had previously been classified by clinical judgements.

RELIABILITY: No reliability coefficients are reported. Inter-rater reliability ranged from .71 to .92 for Part I and from .44 to .77 for Part II in rating 133 adult residents.

OTHER TECHNICAL CONSIDERATIONS:
This scale is designed primarily for use with instiutionalized retarded individuals.

ADDITIONAL COMMENTS

None

ADAPTIVE BEHAVIOR SCALE: PUBLIC SCHOOL VERSION

IDENTIFYING INFORMATION

PUBLISHER: American Association on Mental Deficiency

ADDRESS: 5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

COPYRIGHT DATE: 1974 Revision

COST: 7.00 PER: manual; 1.00 per scale

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: The test contains 24 subtests that cover appropriate and inappropriate school skills behavior.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 15-20 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Administrator can fill out form from direct observation. If necessary, the child, his parents or someone familiar with the child can be interviewed.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Children and adults

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Mentally retarded

STANDARDIZATION POPULATION(S) From California, 2600 subjects from regular and special classes

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? No

EXPRESSED BY: Percentile scores

CAN COMPARISON BE MADE ACROSS SUBTESTS? No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: No

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Significant scores with class placement and possibly ethnic status

RELIABILITY: Not done for public school

OTHER TECHNICAL CONSIDERATIONS:
The Public School Version contains a great deal of Technical Data on the ABS Norms and Standardization.

ADDITIONAL COMMENTS This form is similar to the Adaptive Behavior Scale designed for institutionalized use. Some items which are not applicable to a public school setting are omitted. The manual for the public edition is the major difference between the ABS and ABS Public School version.

AMERICAN SCHOOL READING READINESS TEST

IDENTIFYING INFORMATION

PUBLISHER: Bobbs-Merrill Company, Inc.
Subsidiary of Howard W. Sams and Company, Inc.

ADDRESS: 4300 West 62nd Street
Indianapolis, Indiana

COPYRIGHT DATE: 1964

COST: 5.35 PER: set of 35; .95 per specimen set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Picture vocabulary discrimination forms, letter form recognition, letter combination recognition, word recognition, word matching, following directions, memory for designs.

ADMINISTRATION

INDIVIDUAL OR GROUP: group

ESTIMATED TESTING TIME: no time limits

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Scoring key is available for interpreting obtained raw scores.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
For pre-readers before extensive training in reading.

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Standardized in 9 states throughout the United States. Socio-economic status and rural vs urban areas were controlled.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Stanine scores, predicted reading grade

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Comparison across subtest can be made by examination of stanine variance between subtest

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlation for heterogenous groups averaged .73 ± .02.

RELIABILITY: Test-retest = .95

OTHER TECHNICAL CONSIDERATIONS:
39% of the children in the standardization population had kindergarten experience prior to their entering first grade.

ADDITIONAL COMMENTS

None

ASSESSMENT 5

ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS

IDENTIFYING INFORMATION

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Boulevard
Los Angeles, California 90025

COPYRIGHT DATE: 1964

COST: 13.50 **PER:** kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: There are 5 subtests consisting of: number producing, number recognition, ten dot gestalt, sentence gestalt, draw-a-man.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: a few minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The scoring manual is not as specific as it could be for the draw-a-man subtest.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
5 - 6 year olds

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Culturally deprived & non-English speaking

STANDARDIZATION POPULATION(S) 750 children in Michigan

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? No

EXPRESSED BY: Achievement ability and social emotional ability

CAN COMPARISON BE MADE ACROSS SUBTESTS? No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: None

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: .71 and .68 when kindergarten scores were compared with first grade scores.

RELIABILITY: Test-retest r = .68 to .74

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS While most preschool tests consist of activities similar to those found in typical kindergartens, the BGT primarily contains items of numerical and perceptual nature.

ASSESSMENT 6

ARIZONA ARTICULATION PROFICIENCY SCALE: REVISED

IDENTIFYING INFORMATION

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Blvd.,
Los Angeles, California 90025

COPYRIGHT DATE: 1970

COST: $ 17.50 per set of cards, 25 booklets and answer sheets

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Sentence test and picture test. However the use of one subtest over other is advised for adults.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 20 - 30 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Although the manual states parents and teachers can administer the test, the familiarity with the phoenetic alphabet appears necessary for accurate and complete scoring.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Three to adult

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) See attached page

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Although the test was not designed for handicapped, the manual states that it can be used with emotionally disturbed children.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
Age Level

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
The individuality of rate of development and of sound articulation would be better understood by a clinician than the average parent.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Concurrent validity .92

RELIABILITY: Test-retest reliability, r = .96.

OTHER TECHNICAL CONSIDERATIONS:
Norms listed for ages three to eleven only. No mention is made concerning regional or cultural differences in pronunciation.

ADDITIONAL COMMENTS

See additional page

EXAMINEE APPROPRIATENESS

Standardization Population(s): From Seattle area schools, at least 25 males and 25 females for each half year interval from three years to 5 years, 6 months and thereafter 25 males and 25 females for each year from 6 years to eleven years, eleven months.

ADDITIONAL COMMENTS

Purpose: A rapid and precise determination of misarticulation and of total articulatory proficiency. Efficient and standardized interpretation of articulatory skill.
An aid in the identification of and selection of children for speech therapy.
Determination of speech therapy progress.

Skills Assessed: The articulation and pronunciation of initial and final consonant sounds and vowel sounds.

Procedure: Picture Test:
The pictures are shown, one at a time, and the child names them. Articulation errors are recorded in the Protocol Book.
Sentence Test:
Examiner shows the client the sentences as they appear in the manual and asks him/her to read them out loud. Errors are recorded in the Protocol Book.

ARTHUR POINT SCALE OF PERFORMANCE TEST, REVISED FORM II

IDENTIFYING INFORMATION

PUBLISHER:	Psychological Corporation
ADDRESS:	304 East 45th Street, New York, New York 10017
COPYRIGHT DATE:	1946
COST:	$ 99.00 per set
NUMBER OF LEVELS:	1
NUMBER OF FORMS:	1
SUBTESTS:	Knox Cube Test (Arthur Revision); Sequin Form Board Test (Arthur Revision), Arthur Stencil Design Test I; Porteus Maze Test (Arthur Revision); Healy Picture Completion Test II.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Not reported

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☐ MODERATE ☒ DIFFICULT

OTHER CONSIDERATIONS:

The Primary purpose of Revised Form II is to serve as an alternate to Form I when a second, similar scale is needed for retesting.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

4.5 to 15.5 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Yes. Deaf children, delayed speech, non-English speaking, reading disabilities

STANDARDIZATION POPULATION(S) 968 pupils from middle class "American" districts, ranging in age from 4.5 to 15.5.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

An intelligence quotient.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

None. The PSP measures abilities by means of non-verbal tests from five years to adulthood. Extrapolated norms are provided for ages below 4.5 and above 15.5.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

The range of I.Q. obtained with Form I of the Point Scale of Performance Tests is 37 to 163; revised Form II is 36 to 152; Binet is 36 to 146 - on a sample of 94 individuals

ADDITIONAL COMMENTS

None

ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION

IDENTIFYING INFORMATION

PUBLISHER: Consulting Psychologists Press, Inc.

ADDRESS: 577 College Avenue
Palo Alto, California 94306

COPYRIGHT DATE: 1972

COST: 13.50 PER: complete set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2 (group or individual)

SUBTESTS: Divided into Parts A,B,C,D, by difficulty of linguistic construction.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual or group

ESTIMATED TESTING TIME: 10-15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Teachers who are skilled in working with children with language disorders can administer the test without difficulty.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

3 to 7 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Language disorders, non-verbal

STANDARDIZATION POPULATION(S) 365 nursery school children from Vermont and California. Mixed socio-economic group.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

No

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Percentile ranks are given for the test

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported.

RELIABILITY: Odd-even reliability for vocabulary items = .80 -.86

OTHER TECHNICAL CONSIDERATIONS:

Children in the first or second grade should attain a perfect score.

ADDITIONAL COMMENTS Since the scale measures a child's ability to understand without having to produce language, it can be successfully administered to children with severe articulation problems or with limited speech.

ASSESSMENT 9

ASSESSMENT PROGRAM OF EARLY LEARNING LEVELS (APELL)

IDENTIFYING INFORMATION

PUBLISHER: Edcodyne Corporation

ADDRESS: 3724 West Chapman Avenue
Orange, California 92668

COPYRIGHT DATE: 1969

COST: 285.00 PER: 35 booklets and manual; 17.35 per 35 student response cards

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: There are 16 subtests including pre-reading, pre-math and language

ADMINISTRATION

INDIVIDUAL OR GROUP: group

ESTIMATED TESTING TIME: 2 days with 20 minutes per day

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: A computer scored test cannot be done by hand since children score directly on computer cards placed in test booklet. Scoring information returned in 10 days.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
4 1/2 - 7 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 300 kindergarten classes

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Extensive research and development of the test has been performed. Computerized analysis of 5,000 tests for the purpose of screening test questions such as SES, urban areas, 15% black children, 23% Spanish, 7% oriental and American Indian were included.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No - criterion based

EXPRESSED BY:

Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Computer scoring and interpretation includes the following forms: (1) individual pupil score listing by class, (2) power listing of all students from high to low, (3) frequency distribution to class as whole, (4) separate student profiles.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: Construct validity ranged from .45 to .64.

RELIABILITY: Kuder-Richardson reliability ranged from .78 to .97.

OTHER TECHNICAL CONSIDERATIONS:
One of few criterion referenced tests available, validity and reliability not given in manual.

ADDITIONAL COMMENTS

See additional page

Additional Comments:

Teacher's manual well documented and practical adhesive backed labels provided with scoring to put in pupils folder. To assess child's weak and strong points of early learning and to provide practical instructional exercises teacher can administer for the weak points the test profiles provide. Skills assessed: reading, math, language

THE BASIC CONCEPT INVENTORY (Field Research Edition)

IDENTIFYING INFORMATION

PUBLISHER: Follett Educational Corporation

ADDRESS: 1010 West Washington Blvd
Chicago, Illinois 60607

COPYRIGHT DATE: 1967

COST: 2.67 PER: 15 tests; 2.58 per set of picture cards; 2.16 per manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Basic concepts; statement repetition and comprehension; pattern awareness

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 15-25 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Racially (but not socio-economically) integrated pictures

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Pre-school and kindergarten

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

*See Additional Comments

STANDARDIZATION POPULATION(S) Is not reported in administration manual

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Considerable verbalization is required

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? No

EXPRESSED BY: None

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes - Total score per subtest

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Large portion of manual dedicated to suggestions for remediation for special errors

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS The inventory is designed as a criterion-referenced measure. *Culturally disadvantaged and pre-school and kindergarten children, slow learners, emotionally disturbed and the mentally retarded.

BASIC SCHOOL SKILLS INVENTORY

IDENTIFYING INFORMATION

PUBLISHER: Follett Publishing Company

ADDRESS: 1010 W. Washington Blvd.
Chicago, Illinois 60607

COPYRIGHT DATE: 1975

COST: 12.70 PER: package

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Basic information, self-help, handwriting, oral communication, reading readiness, number readiness, classroom behavior.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: not applicable

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: None

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Ages 4-7

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 459 "typical children" ages 4-6; 14 states; 50% male, 50% female; 70% white, 22% black, 8% Mex-Amer; controlled for SES

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Standard Scores

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: None

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☒ NORMATIVE

VALIDITY: Not applicable

RELIABILITY: Test-retest reliability ranged from .50 to .93 depending on ages of the children and the subtests being considered.

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS

None

BAYLEY SCALE OF INFANT DEVELOPMENT

IDENTIFYING INFORMATION

PUBLISHER: Psychological Corporation

ADDRESS: 304 East 45th Street
New York, New York 10017

COPYRIGHT DATE: 1969

COST: 8.00 PER: set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: There are 3 subparts: mental scale, motor scale and infant behavior record.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 45 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: All materials used in the test are provided for in the test kit except a standard set of stairs, a walking board, facial tissue, stopwatch, etc.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
2 to 2-1/2 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 1,262 children between the ages of 2 and 30 month controlled for sex, color, urban, rural and education of the head of the household

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
The test is to be given with the mother present.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Mental Development Index and Psychomotor Development Index

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
The age placements were set at the age at which 50 percent of the children passed a given item.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Scale r = .47 to .57; correlation with Stanford-Binet Intelligence

RELIABILITY: Split half median = .84; test-retest with one week interval mean = 76.4

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS The scale is comprised of 163 items which assess the child across the areas of visual and auditory stimuli, manipulation and play with objects, and social interaction.

BEHAVIOR RATING SCALE FOR THE PRESCHOOL CHILD

IDENTIFYING INFORMATION

PUBLISHER: LINC Press

ADDRESS: 1006 Lamond Avenue
Durham, North Carolina 27701

COPYRIGHT DATE: 1974

COST: 4.00 PER: manual plus 50 questionnaires

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: none

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 5-10 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The checklist can be completed by anyone familiar with the child's behavior.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Preschool, 3-6 year olds

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Emotional Problems

STANDARDIZATION POPULATION(S) 496 normal children in Durham, N.C. and Portland Oregon, 102 deviant children (enrolled in progra for emotionally disturbed children) from 15 pre-schools throughout the country.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
An interview technique is used to obtain information (test specific) about the child being rated from a secondary source (parent, teacher, family member, etc.)

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:
Three factors of behavior are rated: hostile, anxious, hyperactive and are expressed numerically by percentile rank.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Publishers advise that they sell the Scale to psychologists and mental health personnel.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Multiple regression at .734 with 53.9% of the variable accounting for a group difference.

RELIABILITY: Stable across groups of raters.

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS The Behavior Rating Scale is useful in identifying preschoolers who show behaviors that suggest emergence of emotional problems.

BENDER MOTOR GESTALT TEST

IDENTIFYING INFORMATION

PUBLISHER: American Orthopsychiatric Association, Incorporation

ADDRESS: 1790 Broadway
New York, New York 10019

COPYRIGHT DATE: 1946 - 1964 revision

COST: 2.50 PER: 1 set cards and manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: None

ADMINISTRATION

INDIVIDUAL OR GROUP: individual or group

ESTIMATED TESTING TIME: 3-15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☐ MODERATE ☒ DIFFICULT

OTHER CONSIDERATIONS: Projection slides of the cards may be obtained at $10/set and used for group administration.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

5-10 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

STANDARDIZATION POPULATION(S) not given

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Differences in scores have been shown to be significant due to the stress attributed to the examiner.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Many books have been written on this test, its interpretation and scoring. Interpretation is subjective and relies on the validity of the interpreters knowledge.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not given

RELIABILITY: Inter-rater reliability ranged from .70 to .90

OTHER TECHNICAL CONSIDERATIONS:

High reliability was found when trained examiners administered the test. Although specific validity figures have not been given, indications are that content validity is low.

ADDITIONAL COMMENTS

See additional page

Additional Comments:

Author suggests this as an introductory test in a battery because it is apparently innocuous and may put test taker at ease.

1964 revision has change in scoring procedure, but uses same cards. Test consists of eight designs which are copied by the child under standard conditions and scored for specific errors in reproduction.

ASSESSMENT 15

BOEHM TEST OF BASIC CONCEPTS

IDENTIFYING INFORMATION

PUBLISHER: Psychological Corporation

ADDRESS: 304 East 45th Street
New York, New York 10017

COPYRIGHT DATE: 1969

COST: 6.50 PER: set of 30

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2

SUBTESTS: None. The Test is designed to test the basic concepts of space (location, direction, orientation and dimension), time and quantity (numbers).

ADMINISTRATION

INDIVIDUAL OR GROUP: individual or small groups

ESTIMATED TESTING TIME: 15-20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: To assess the child's beginning school knowledge of basic concepts. Designed to be given in two different sessions. There are two test booklets for each form.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Preschool to 3rd grade

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) A representative sample of children from five cities in the west, south-midwest, southeastern and northeastern regions of the United States controlled for socio-economic class

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Visually loaded

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY:
Percent passing by grade and socio-economic level

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: None

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Material curriculum materials selected from "relevant". No validity other than face validity is presented.

RELIABILITY: Split-half from .68 to .90

OTHER TECHNICAL CONSIDERATIONS: None

ADDITIONAL COMMENTS

Prekindergarten children should be administered the test individually and can be allowed to point to choices rather than marking with crayon.

BURKS BEHAVIOR RATING SCALES
(BBRS)

IDENTIFYING INFORMATION

PUBLISHER: Arden Press

ADDRESS: Huntington Beach, Calif. 91734

COPYRIGHT DATE: 1969

COST: $3.85 per 25 sets

NUMBER OF LEVELS: 2

NUMBER OF FORMS: 1 form of each level

SUBTESTS: Twenty subtests from which four scores can be obtained: vegetative-autonomic, perceptual-discriminative, socio-emotional and total

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 10 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Teachers or untrained individuals can record behavioral or learning disorders that are indicative of organic brain dysfunction. Consists of 30 items, i.e., "cries often and easily","often tells bizarre stories" which are rated on a 5 point scale. From "have not noticed this behavior at all" to "have noticed to a very large degree."

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Preschool - k; 1-8 grades

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) no norms established

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Sections in the administration manual discuss treatment procedures and the role of parents, role of psychotherapy, role of drugs and principle of educational management, etc.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
A total rating can be obtained by adding the weight assigned to the five point scales. Score ranges can also be computed and compared to establish levels of not significant, significant and very significant potential of organic brain dysfunction.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Validity data is available in the technical manual which correlates the test to: 1) EEG's, 2) fusion effects, 3) special after affects, 4) developmental histories, neurological examination and psychometry.

RELIABILITY: Test-retest reliability with 96 behavior problem children ranged from .52 to .83.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

The BBRS is used as an evaluation of over behavior by attempting to gauge the severity of certain negative symptoms as seen by outside persons.

ASSESSMENT 17

BZOCH-LEAGUE RECEPTIVE - EXPRESSIVE EMERGENT LANGUAGE SCALE: FOR THE MEASUREMENT OF LANGUAGE IN INFANCY

IDENTIFYING INFORMATION

PUBLISHER: Anhinga Press

ADDRESS: 550 Park Avenue, East
Tallahassee, Florida 32307

COPYRIGHT DATE: 1970

COST: 14.50 PER: Manual and 25 forms

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Expressive language, receptive language, combined language

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 10 to 15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The test requires no speech by the child, can use parent as respondent. The test can be administered by nurses or teacher aides.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

birth to 36 months

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

STANDARDIZATION POPULATION(S) Children from known normal environments, middle class children from middle class, all racial-cultural groups sampled.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Receptive quotient,expressive quotient and combined quotient.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

The three quotient(s) which can be derived from the test are computed by use of ratio formula, e.g., receptive quotient equals receptive language age divided by chronological age times 100.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlates very highly with the Verbal Standard Language Test

RELIABILITY: Reliability coefficient r = .91 with little variation with repeated measures.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS The test is to be used widely by physician's internationally, especially with developmentally disabled and mutually retarded children. the test consists of 132 choice items of a behavioral nature, all of which can be answered with a yes or no response.

CAIN-LEVINE SOCIAL COMPETENCY SCALE

IDENTIFYING INFORMATION

PUBLISHER: Consulting Psychologists Press, Inc.

ADDRESS: 577 College Avenue
Palo Alto, California 94306

COPYRIGHT DATE: 1963

COST: 1.75 PER: specimen set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: There are four subtests: self help, initiative, social skills, and communication

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: For evaluating the child who is living at home, the mother is usually the best respondent. For an institutionalized child, the best respondent is usually a ward personnel.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
5 to 13 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Trainable mentally retarded

STANDARDIZATION POPULATION(S) Norms were developed from a population of 716 T children, ages 5 through 13 years residing in California

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
The interviewer may question the respondent until he is satisfied that the description given of the child is most characteristic of the child's behavior.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Chronological age

EXPRESSED BY:

Percentile norms based on mentally retarded children.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
The scale lists a number of learned skills which ultimately permit the child to achieve self-sufficiency and socially contributory behavior.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported

RELIABILITY: Test-retest, r = .88 to .98

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS An adjusted score can be computed for males on the Self Help subtest. The test materials are nicely packaged and all materials needed to administer and score the test are included in the test protocol and manual.

CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE

IDENTIFYING INFORMATION

PUBLISHER: Consulting Psychologists Press, Inc.

ADDRESS: 577 College Avenue
Palo Alto, California 94306

COPYRIGHT DATE: 1969

COST: 1.50 PER: specimen set; 1.25 per manual; 4.00 per scales-pkg. of 25

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: A 30 item rating scale to obtain numerical evaluations of social competency of preschool children.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: untimed

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: To use this scale effectively, the rater need only be familiar with the content areas covered in the scale, including the ordering of competency levels within each item.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
2 years 6 months to 5 years 6 months

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) This scale was standardized on a population derived from 9 areas throughout the U.S. controlling for sex, age and occupational level.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
The administrator should know the child taking the test for best interpretation of results.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Age percentile norms by occupational level and total sample.

CAN COMPARISON BE MADE ACROSS SUBTESTS? No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: None

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None available

RELIABILITY: Odd-even reliability ranged from .90 to .98.
Rater reliability ranged from .75 to .86.

OTHER TECHNICAL CONSIDERATIONS:
Items show a correlation of .05 or above with total score.

ADDITIONAL COMMENTS Scale is a tool for diagnosis, placement or measurement of developmental progress. Also designed to measure the adequacy of interpersonal behavior.

CAMELOT BEHAVIORAL CHECKLIST

IDENTIFYING INFORMATION

PUBLISHER: Camelot Behavioral Systems

ADDRESS: P. O. Box 607
Parsons, Kansas 67357

COPYRIGHT DATE: 1974

COST: not available

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: 339 behavioral objectives which are further summarized under 40 sub-domains and 10 domains

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 15-30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The checklist can be completed in three ways: (1) it can be completed by an individual from memory, (2) it can be completed by a "team" from memory or (3) it can be done by direct observation. Direct observation is preferable.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
All ages

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Mentally retarded

STANDARDIZATION POPULATION(S) 624 subjects were broken into 4 sub-samples criterion groups on the basis of "functioning level" as determined by score on Camelot Behavioral Checklist.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

Percentile rankings are provided.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Behavioral checklist of what the person can and cannot do.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☒ NORMATIVE

VALIDITY: The Camelot Behavioral Checklist was significantly correlated with measures of Adaptive Behavior as well as various measures of General Intelligen

RELIABILITY: Inter-rater reliabilities ranged for each of the 10 domains from .69 to .96.

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS Can be completed from memory or from direct observation. All items should be answered if the child has never had had the opportunity to perform that behavior. The rater can either (1) guess whether the child can do it or (2) actually test the child.

CAROLINA DEVELOPMENTAL PROFILE

IDENTIFYING INFORMATION

PUBLISHER: David L. Lillie and Gloria L. Harbin

ADDRESS: 803 Churchill
Chapel Hill, North Carolina 27514

COPYRIGHT DATE: 1975

COST: not given

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Gross motor; fine motor; visual perception; reasoning; receptive language; expressive language.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: no estimate given

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Manual suggested that it be given in several different sessions.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
2 years - 5 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Not given

ARE THERE OTHER EXAMINEE CONSIDERATIONS? This is a checklist in that it questions whether or not a child can do a task, and a screening list to be used to given an indication of what developmental tasks need to be worked on.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
Developmental ages

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Used in conjunction with Developmental Task Instructional System. A profile is made with the scores to graphically show child's development across all areas.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: Not relevant

RELIABILITY: Not relevant

OTHER TECHNICAL CONSIDERATIONS:
This is not a test, but a checklist to be used for programming.

ADDITIONAL COMMENTS The test is not designed as a standardized assessment tool, but to determine what taska child can or cannot do.

ASSESSMENT 22

CARROW ELICITED LANGUAGE INVENTORY

IDENTIFYING INFORMATION

PUBLISHER: Learning Concepts

ADDRESS: 2501 N. Lamar
Austin, TX 78705

COPYRIGHT DATE: 1974

COST: $39.95 PER: Kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: None

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 45 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: A training guide and training tape accompany the material and can be used in follow-up practice for the child.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
3 years - 8 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Handicapped and early childhood children.

STANDARDIZATION POPULATION(S) 475 Anglo children, 3-0 to 7-11 years of age

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY: Raw score, percentile, stainines

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: A scoring analyses form is supplied with the test materials.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Concurrent validity .62: P.L. .001 difference between normal and language handicapped children

RELIABILITY: Correlation coefficients ranging from .98 to .99

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS The inventory is used to identify children with language problems. It also can be used to determine the linguistic structure that contributes to the child's language problem.

CASSEL DEVELOPMENTAL RECORD (CDR)

IDENTIFYING INFORMATION

PUBLISHER: Psychologists and Educator's Press

ADDRESS: 419 Pendick Street
Jacksonville, Illinois 62650

COPYRIGHT DATE: 1954

COST: .75 PER: 25 charts

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: There are 6 subtests: physiological, emotional, psycho-sexual, intellectual; social; educational

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: not given

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Manual available. All information for form is gathered through interviews, observations, school records, tests.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Birth to death

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Not reported

ARE THERE OTHER EXAMINEE CONSIDERATIONS? No

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Chronological age

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Proper use of the test depends on availability of data required.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: Not applicable

RELIABILITY: Not available

OTHER TECHNICAL CONSIDERATIONS:
This is not a test. The intent is to provide a summary of a person's personal development.

ADDITIONAL COMMENTS

CDR provides a short summary of a person's personal development because it is used over a number of years.

ASSESSMENT 24

C C D DEVELOPMENTAL PROGRESS SCALE

(EXPERIMENTAL FORM)

IDENTIFYING INFORMATION

PUBLISHER: Inland Counties Regional Center Inc.

ADDRESS: P.O. Box 6127
San Bernadino, CA 92408

COPYRIGHT DATE: June, 1969

COST: $9.00 PER: Soft bound manual; $12.00 PER: Hard bound manual
(20 copies of scale included)

NUMBER OF LEVELS: Three parts

NUMBER OF FORMS:

SUBTESTS: Motor skills, Interpersonal-Communication skills & Self-sufficiency skills

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 10 - 20 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Scale does not require specialized professional training to administer. Materials needed to administer the scale can be found in the average home.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Birth to 8 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL
Respondent

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Unable to obtain

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Behaviors in each of the three developmental areas are worked as present or absent.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:
Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Across the three areas.

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: Scale consits of 150 items which are scored by direct observation or as using the parent as a respondent.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Concurrent and face validity are greater than .75.

RELIABILITY: Adequate

OTHER TECHNICAL CONSIDERATIONS:
Scale does not yet have statistical evidence of validity and exists presently as an experimental form.

ADDITIONAL COMMENTS Scale was specifically developed to identify the practic and useful developmental skills of the child. The total scale is pictured on one page so that visual inspection can give indication of child's development progress.

ASSESSMENT 25

CHILD BEHAVIOR RATING SCALE (CBRS)

IDENTIFYING INFORMATION

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Blvd.
Los Angeles, California 90025

COPYRIGHT DATE: 1960 revised 1962

COST: 6.50 PER: 25 tests; 7.50 per 25 tests and manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: 6 scores (self, home, social, school, physical, total)

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 5-10 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: A 78 item rating scale stated by authors as an "objective assessment of personality adjustment." All questions are on a 6 point scale with extremes of yes or no. Examples of questions are: "often prefers to be alone", "family is broken". Not all questions concern behavior and some are not appropriate to be answered on the 6 point scale.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
K-3

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 2,000 "typical primary grade pupils"

ARE THERE OTHER EXAMINEE CONSIDERATIONS? Intended for preschool children, primary school children & children unable to read or handicapped in completing the convention paper & pencil personality tests used in school testing programs. No special instructions or data are given on these non-reading or handicapped children.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Scaled scores, personality total adjustment score

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Norms given refer to K-3 and is not subdivided into age or grade levels. A profile is developed for each child which can be used to compare obtained results with the norm population.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Construct validity of .66.

RELIABILITY: Spearman-Brown odd-even reliabilities range from .59 to .87.

OTHER TECHNICAL CONSIDERATIONS:
No reliability or validity data given for subscales although comparison made via a profile over all scales.

ADDITIONAL COMMENTS The CBRS is attractively packaged with adjustment scales provided which are especially important to those working with children.

ASSESSMENT 26

CHILDREN'S SELF-SOCIAL CONSTRUCT TEST

IDENTIFYING INFORMATION

PUBLISHER: E. H. Henderson

ADDRESS: University of Virginia
McGuffy Ready Clinic
Charlottesville, Virginia

COPYRIGHT DATE: 1964

COST: PER: not available at present

NUMBER OF LEVELS: Not applicable

NUMBER OF FORMS: 3 (preschool, elementary children, adults)

SUBTESTS: Self esteem, dependency or social (interest) identification, preference for others, realism as to size, minority identification

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 10 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The test is untimed.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
3 years through 8 years
WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No
STANDARDIZATION POPULATION(S) no data

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
A self-report semi-projective test.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes
EXPRESSED BY:

Grade level

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
On assessment of self-concept as identified by the measure of dependency, esteem, realism color and realism size.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: *

RELIABILITY: split half .65 and .77

OTHER TECHNICAL CONSIDERATIONS: * (1) Entering first graders tested revealed that head start children have significantly (p=.01) lower scores than middle class, (2) longitudinal study, self esteem scores increased significantly (p=.01) between entering kindergarten and end of 1st grade.

ADDITIONAL COMMENTS The child is required to select a circle, draw a circle or paste a circle to represent himself and others. Self esteem is measured by the relationship he creates. For additional information see: ERIC, Head Start Text Collection Self Concept Bibliography.

ASSESSMENT 27

CINCINNATI - AUTONOMY TEST BATTERY (CATB)

IDENTIFYING INFORMATION

PUBLISHER:	Not published: obtain from T. S. Banta
ADDRESS:	University of Cincinnati, Cincinnati, Ohio 45221
COPYRIGHT DATE:	Not copyrighted
COST:	Not given
NUMBER OF LEVELS:	Not applicable
NUMBER OF FORMS:	Not applicable
SUBTESTS:	Task initiation; curiosity box; innovative behavior; field independence; impulse control; intentional learning; incidental learning; persistence; resistance to distraction; task competence rating; social competence rating; kindergarten prognosis rating; curiosity verbalization; fantasy-related verbalization.

ADMINISTRATION

INDIVIDUAL OR GROUP:	Individual
ESTIMATED TESTING TIME:	60 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☐ MODERATE ☒ DIFFICULT

OTHER CONSIDERATIONS:

Standardized administration is stressed as very important to accurate scoring, and with limited practice teachers can administer the test.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?

3 years - 6 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

STANDARDIZATION POPULATION(S): Lower class black - over 300 between three - six years.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

All tests focus on child's behavior in problem solving situations. (See attached page.)

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Not applicable

EXPRESSED BY:

Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Battery is valuable when the profile of all scores is viewed, not one particular score.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: CATB was correlated with I.Q. scores from Stanford Binet, Form L - M

RELIABILITY: Mean of 14 subtest = .50, mean of internal consistency = .62 mean inter-rater correlations = .96

OTHER TECHNICAL CONSIDERATIONS:

All reliabilities reported were derived from lower class Negro children's responses. Test-retest reliabilities varied greatly on each subtest from .82 - -.07. Internal consistency ranged from .94 (Dog & Bone Test) to .16 (Incidental Learning) Inter-rater correlations ranged from .996 (Dog & Bone Test scoring) to .83 (Persistence ratings.)

ADDITIONAL COMMENTS

See additional page

ARE THERE OTHER EXAMINEE CONSIDERATIONS? (cont'd)

The need for verbal comprehension is minimized to avoid penalizing children from homes where the opportunity to become skilled at following oral directions has not existed.
Parts of test have been specifically designed to accommodate lower class children, black and Spanish-American, as well as upper class white.

ADDITIONAL COMMENTS:

Designed to measure autonomous functioning in problem solving.
Parts of the test utilize social and non-social aspects and accommodate differences between black, Spanish-American, and white children.
Emphasis is placed on ensuring the child clearly understands what he is to do.

CIRCUS

IDENTIFYING INFORMATION

PUBLISHER:	Educational Testing Service
ADDRESS:	Princeton, New Jersey
COPYRIGHT DATE:	1974
COST:	$ 3.75 per 10
NUMBER OF LEVELS:	1
NUMBER OF FORMS:	1
SUBTESTS:	See attached page

ADMINISTRATION

INDIVIDUAL OR GROUP: Group

ESTIMATED TESTING TIME: None available

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Circus is designed specially for use in the classroom. One of the subtests must be given individually. Machine scoring available.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
4 -- 5 years/nursery-kindergarten
WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No
STANDARDIZATION POPULATION(S) 2,000 kindergarten and 1,000 nursery children; across socio-economic status and the country
ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Responses are non-verbal requiring that the child only mark through the correct answers. See "Procedure" on attached sheet.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No
EXPRESSED BY:

Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Test norms under-represented for children in Southeast, cities over 50,000 and black children. Teacher is provided with an Activities Inventory and Behavior Inventory which may be completed and used in conjunction with tests. Educational Environment Questionnaire used to compare test sites for large scale test program.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:
This information was not listed in Teacher's Edition of "Manual and Technical Report."

ADDITIONAL COMMENTS

See additional page

SUBTESTS:

1. What words mean: receptive vocabulary
2. How much and how many: quantitative concepts
3. Look-alikes: visual discrimination
4. Copy what you see: perceptual motor coordination
5. Finding letters and numbers: letter and numeral recognition and discrimination
6. Noises: discrimination of real-world sounds.
7. How words sound: auditory discrimination
8. How words work: aspects of functional language
9. Listen to the story: comprehension, interpretation, and recall of oral language.
10. Say and tell: productive language
11. Do you know?: general information
12. See and remember: visual and associative memory
13. Think it through: problem solving
14. Make a tree: divergent pictorial production.

ARE THERE OTHER EXAMINEE CONSIDERATIONS? (cont'd)

Procedure: In each subtest the child is to mark the picture of the correct answer. Only two questions are on each page and the child has oral instructions from the teacher to mark the picture which answers what she asks.

ADDITIONAL COMMENTS:

The variety of subtests (14) allow flexibility in emphasis of test programs.
The Circus theme was chosen to appeal to boys and girls of different regions, ethnic groups, and social strata.

ASSESSMENT 29

COLUMBIA MENTAL MATURITY SCALE, 3rd edition

IDENTIFYING INFORMATION

PUBLISHER: Harcourt, Brace and World, Inc.

ADDRESS: 757 Third Avenue
New York, New York 10017

COPYRIGHT DATE: 1972

COST: 50.00 PER: kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Designed to measure the intelligence of handicapped children.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 15-30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Non-verbal test, minimal motor response. Trained observation required.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
3-1/2 years to 10 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Non-verbal

STANDARDIZATION POPULATION(S): Not reported but the 1959 revised edition was standardized on non-handicapped children at each level from 4 to 12 years.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
The CMMT has been used with deaf children and found to be beneficial as an intelligence measure with this group.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Age norms and maturity index

CAN COMPARISON BE MADE ACROSS SUBTESTS? No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Norms to interpret the performance of the child should be utilized with caution.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlates in low 80's with M.S. on Peabody Picture Vocabulary Test.

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:
The test yields useful information for the psychometrist but may be misleading to educators.

ADDITIONAL COMMENTS

The CMMT is considered to be highly visually loaded.

ASSESSMENT 30

COMMUNICATIVE EVALUATION CHART FROM INFANCY TO FIVE YEARS

IDENTIFYING INFORMATION

PUBLISHER: Educators Publishing Service, Inc.

ADDRESS: 75 Moulton Street
Cambridge, Mass. 02138

COPYRIGHT DATE: 1963

COST: .25 per score sheet

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Skills which are assessed by the chart are: child's capacity to gain and use language as a tool, physical growth and well being, motor coordination and beginning visual-motor perceptual skills.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Observation occurs at 6 month intervals

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

The child is observed at 6 month intervals by someone who is very familiar with his/her activities.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
6 months to five years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S): Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
This chart is a 4 page checklist of developmental tasks completed by most children.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Chronological age

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Not available

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Evaluation is in terms of whether or not children can complete tasks at 6 month age intervals.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not available

RELIABILITY: Not available

OTHER TECHNICAL CONSIDERATIONS:
No norms are given

ADDITIONAL COMMENTS The chart is divided into two halves for each age level. The left side evaluates child's capacity to gain and use language as a tool while the right side evaluates physical well-being; normal growth and development; motor coordination and beginning visual-motor perceptual skills.

ASSESSMENT 31

CIP Comprehensive Identification Process

IDENTIFYING INFORMATION

PUBLISHER: Scholastic Testing Service

ADDRESS: 480 Meyer Road
Bensenville, Illinois 60106

COPYRIGHT DATE: 1975

COST: 54.50 PER: screen kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: 8 areas - cognitive verbal, fine motor, gross motor, speech and expressive language, hearing, vision, social affective, medical history

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 35-45 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Data is obtained from parents and by trained paraprofessional - volunteer - and/or profession. One professional supervises the test administration.

EXAMINEE APPROPRIATENESS

- TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
2-1/2 to 5-1/2 years of age

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Developmental or sensory deficits

STANDARDIZATION POPULATION(S) Items from instruments standardized at national level but reorganized to identify children progressing at developmental rate lower than 85-90% of average population.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? No

EXPRESSED BY: Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS? No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Scored on three part system - Pass - Evaluate - Refer or rescreen

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Validated against children who need detailed study in one or more areas. 90% of kids indicated as needing help actually needed it when diagnosed by full evaluation

RELIABILITY:
Not presently available

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS 1. Materials were selected because of their objectivity in scoring; 2. It is possible to apply local norms if so desired in some subtest areas.

THE CONTEMPORARY SCHOOL READINESS TEST

IDENTIFYING INFORMATION

PUBLISHER: Montana Reading Clinic Publication

ADDRESS: 517 Rimrock Road
Billings, Montana 59102

COPYRIGHT DATE: 1970

COST: .25 PER: test; .75 per specimen test

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2

SUBTESTS: Writing name; color of the spectrum; science, health, and social studies; numbers; handwriting; reading; visual discrimination; and auditory discrimination (the latter four subtests can be combined to give a reading readiness score).

ADMINISTRATION

INDIVIDUAL OR GROUP: group (except for the 2 minutes reading subtest)

ESTIMATED TESTING TIME: 105 minutes over 2 sessions

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Each child needs a box of crayons.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
End of K, start of 1st grade

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Test controlled for sex and SES background

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Readiness scale used to derive percentile score and/or level of school readiness score by comparison with norm population.

CAN COMPARISON BE MADE ACROSS SUBTESTS? No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Percentile norms on the total score are available.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported

RELIABILITY: None reported

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS 1. The CSRT is designed to predict success of children in the first grade; 2. Scoring of test items appear to be ambiguous and subjective in nature.

ASSESSMENT 33

COOPERATIVE PRESCHOOL INVENTORY, revised edition

IDENTIFYING INFORMATION

PUBLISHER: Cooperative Tests and Services

ADDRESS: Educational Testing Services
Princeton, New Jersey 08540

COPYRIGHT DATE: 1970

COST: 3.50 PER: 20 tests, 1 manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: 64 items assessing information about the child's personal world, personal - social responsiveness, associative vocabulary, number concepts, awareness of sensory attributes and ability to execute visual-motor configurations.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 15 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Strong verbal emphasis, while light on short-term memory, motor development and visual perception.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
3 years to 6 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Disadvantaged children

STANDARDIZATION POPULATION(S): Based on 11 Head Start programs with 1700 children in 5 age groups.

ARE THERE OTHER EXAMINEE CONSIDERATIONS? Used as a rough diagnostic test to identify "cultural handicaps." Standardization population included 50% male, 50% female; 68% black, 16% white, 6% Mexican-American, 5% Polynesian and 4% oth

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Age percentile norms

CAN COMPARISON BE MADE ACROSS SUBTESTS? Not applicable

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
None

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Concurrent validity ranged from .39 to .65.

RELIABILITY: KR-20 reliability co-efficients for age ranged from .86 to .92.

OTHER TECHNICAL CONSIDERATIONS: Regional normative data provided technical report is separate from administration manual and contains validity, reliability information.

ADDITIONAL COMMENTS The test was developed to provide an indicator of a child's level of development prior to formal instruction in a variety of basic skills and concepts regarded as necessary for school success.

DAILEY LANGUAGE FACILITY TEST

IDENTIFYING INFORMATION

PUBLISHER: The Allington Corporation

ADDRESS: 801 North Pitt St.
Alexandria, VA 22314

COPYRIGHT DATE: 1966

COST: $15.00 PER: Manual & Materials

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: This test consists of a series of pictures that the subject describes or tells a story about.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 10 - 15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Responses to each picture are scored on a 9 pt. scale according to detailed criteria.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Age 3 to 12th grade

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Language Difficulties

STANDARDIZATION POPULATION(S) 4,000 Head Start Children throughout
U.S. & some 1,700 3rd grade through adults

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
This test can be administered in more than one language to the same child.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

See Other Considerations section

CAN COMPARISON BE MADE ACROSS SUBTESTS?
No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

See additional page

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: none available

RELIABILITY: Test-retest reliability ranged from .70 to .90.

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS

The D.L.F.T. is designed to assess the ability to use oral language independently of vocabulary, information, pronunciation and grammar.

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION

There are two scoring systems that may be used separately or in conjunction with each other. System I provides a measure of the child's ability to conceptualize and communicate in his chosen language, indpendent of standard English, vocabulary, enunciation, information or grammatical exactness. System II codes the errors or deviations from standard English pronunciation, or usage, and provides a diagnostic profile of the child's ability to speak standard English.

DENVER DEVELOPMENTAL SCREENING TEST

IDENTIFYING INFORMATION

PUBLISHER: Ladoca Project and Publishing Foundation, Inc.

ADDRESS: East 51st Avenue and Lincoln Street
Denver, Colorado 80216

COPYRIGHT DATE: 1970

COST: 6.25 PER: kit of objects; 1.00 per manual; 1.00 per 100 tests

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Gross motor, fine motor adaptive, language and personal social

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 15-20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Requires direct observation or association with the child. Scoring is pass-fail.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
6 weeks to 6.4 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 1,036 children, 543 males and 493 females betwee
the ages of 2 weeks and 6-4 years controlled for
ethnic and occupational status from the city of
Denver according to 1960 census.
No premature, handicapped or adopted
children used.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Developmental levels

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Comparisons across subtests are made on the basis of CA attainment.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlated .97 with the Yale Developmental Examination.

RELIABILITY: .90 to 1.0 agreement of each item .

OTHER TECHNICAL CONSIDERATIONS: None

ADDITIONAL COMMENTS 1. Use with caution with non-white middle class children; 2. Use under 30 months of age should be discouraged since it has questionable reliability.

DETROIT TESTS OF LEARNING APTITUDE

IDENTIFYING INFORMATION

PUBLISHER: Bobbs-Merrill Co., Inc.

ADDRESS: 4300 W. 62nd Street
Indianapolis, Indiana

COPYRIGHT DATE: 1959

COST: 5.90 PER: 35 booklets

NUMBER OF LEVELS: different combinations of subtests provide different levels.

NUMBER OF FORMS: not applicable

SUBTESTS: pictorial absurdities, verbal absurdities, pictorial opposites, verbal opposites, motor speed, auditory attention span, oral commissions, social adjustment A, visual attention, orientation, free association, designs, auditory attention span for related syllables, number ability, social adjustment B, visual attention span for letters, disarranged pictures, oral directions, likenesses and differences.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: varies with number of tests given (60-95 minutes)

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☐ MODERATE ☒ DIFFICULT

OTHER CONSIDERATIONS: Although 19 subtests exist they are rarely all given. Usually 9-15 are recommended for use. A table correlating the sub-tests to specific mental faculties is given. The mental faculties listed are: reasoning and comprehension; practical judgment; verbal ability; time and space relationships; number ability; auditory attentive ability; visual attentive ability; motor ability.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
3 years to adult

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No (see Other Examinee Considerations)

STANDARDIZATION POPULATION(S): From Detroit public schools (typical of metropolitan areas)

ARE THERE OTHER EXAMINEE CONSIDERATIONS? The manual discusses which subtests can be given to handicapped persons. The handicaps discussed are blind, deaf, cerebral palsy, impaired speech, foreign language speaking, mentally retarded and mentally accelerated.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Mental Age and IQ

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes, profile form given

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Standardized administration and scoring is necessary because many of the tests can be scored subjectively. Sex case studies and the correlation of subtests to specific mental abilities are given as an aid in interpretation.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Test-retest correlations ranged from .67 to .95.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS Although the test is easy to administer, care must be taken that exact procedures are followed. A skilled test administerer is qualified or with practice, a teacher.

ASSESSMENT 37

DEVELOPMENTAL GUIDELINES

IDENTIFYING INFORMATION

PUBLISHER: Author - Merle Karnes

ADDRESS: University of Illinois,
Urbana, Illinois 61801

COPYRIGHT DATE: No copyright

COST: Free

NUMBER OF LEVELS: 6

NUMBER OF FORMS: 1

SUBTESTS:
Gross Motor
Fine Motor
Cognitive, Linguistic, and Verbal
Self Help
Social

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Not given

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
Scoring is performed by simply indicating whether or not the child can do the tasks listed for each age group.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?

36 months - 72 months

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

STANDARDIZATION POPULATION(S) Not given

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Tasks for each age range are compiled from many developmental guideline sources.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Age

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Interpretation indicates whether the child is progressing normally, or if farther diagnostic testing is needed.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: No data given

RELIABILITY: Not given

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

See additional page

ADDITIONAL COMMENTS:

Sources for the compilation of development guidelines come from the following:

- Bayley Scales of Infant Development
- Catteli Infant Intelligenct Test
- Denver Developmental Screening Test
- Joann Fokes
- Gesell Developmental
- Elizabeth Hurlock
- Merrill Palmer Scale
- Sheridan Developmental Scale
- Slossen Intelligence Test
- Vineland Social Maturity Scale

ASSESSMENT 38

DEVELOPMENTAL KEY FOR ASSESSING CHILDREN'S GROWTH

IDENTIFYING INFORMATION

PUBLISHER: Frank Porter Graham Child Development Center

ADDRESS: University of North Carolina
Chapel Hill, North Carolina 27514

COPYRIGHT DATE: 1974

COST: no charge

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Social skills, attending skills, language development, emotional development, physical skills, conceptual skills

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 10-15 minutes per setting

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Some of the test information is derived from knowledge of long term observation of the child, while other sections are specific tasks the child must perform.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Preschool - first grade

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) not reported

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
None

EXPRESSED BY:
None

CAN COMPARISON BE MADE ACROSS SUBTESTS?
No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
The teacher responds to one of three categories concerning the child's skills (not yet, with help, independent) for each item of the scale. Space is provided for subjective comments.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:
No manual discussing the specific uses or interpretation of the scale was available.

ADDITIONAL COMMENTS

The test is designed to assess children growth through an organized listing of behaviors and stages of development.

ASSESSMENT 39

DEVELOPMENTAL PROFILE

IDENTIFYING INFORMATION

PUBLISHER: Psychological Development Publications

ADDRESS: 7150 Lakeside Drive
Indianapolis, Indiana 46278

COPYRIGHT DATE: 1972

COST: 4.10 PER: 25 forms; 9.95 per set (manual plus 10 forms)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Physical age; self help; social; academic; communication

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 30-40 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Constructed to be used and interpreted by people not specifically trained in psychometrics. Can be self taught by professionals trained in testing; others may require instruction and supervision.

Designed to use interview techniques, but one can also administer items if desirable or necessary. Rater simply marks pass or fail to each question depending on whether child is able to do the task.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
6 months to 12 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S): 3,008 ranging from 6 months to 12 years.

ARE THERE OTHER EXAMINEE CONSIDERATIONS? Data was taken by trained, experienced interviewers. 50% male, 50% female; 84% white, 14% black, 2% other; 9% lower class, 80% middle class, 11% upper class.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Age norms

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Age levels are at 6 months intervals from 6 months to 3-1/2 years and year intervals thereafter.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Reported construct validity of .86.

RELIABILITY: Very high (statistics not reported)

OTHER TECHNICAL CONSIDERATIONS:

Manual does excellent job of describing test, item analyses, and all technical aspects.

ADDITIONAL COMMENTS

There are 217 items arranged by age into 5 scales. Goals of Profile are: 1. to offer an instrument which provides a multi-dimensional scale of children's development; 2. to provide an instrument which has no significant bias as a function of sex, race an social class; 3. quick, inexpensive, but accurate; 4. permit administration, scorin interpretation by people without specific expertise in psychological testing.

ASSESSMENT 40

DEVELOPMENTAL SCREENING INVENTORY

IDENTIFYING INFORMATION

PUBLISHER: H. Knoblock

ADDRESS:
Department of Pediatrics
Albany Medical College
Albany, N.Y. 12208

COPYRIGHT DATE: 1966

COST: 4.50 PER: 25 tests

NUMBER OF LEVELS: By C.A. age levels

NUMBER OF FORMS: 1

SUBTESTS: Adaptive, gross motor, fine motor, language, personal social.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 5-30 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☐ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Developed for use by physicians in serial observation of children referred for evaluation. Start inventory by asking those questions appropriate to the chronological age of the child.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
One to 18 months

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Normal

STANDARDIZATION POPULATION(S) None reported

ARE THERE OTHER EXAMINEE CONSIDERATIONS? Two sets of recording columns, one for parent response, one for other respondents: Use history column for parents, observational column for any other respondent. Record responses + (present), - (absent), x (unknown)

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? No

EXPRESSED BY: Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: Subtract the weeks of prematurity from the chronological age before determining development levels. Inventory consists of selected items from the Gesell Developmental schedules.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☐ NORMATIVE ☒ DEVELOPMENTAL

VALIDITY: None reported

RELIABILITY: None reported

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS

A maturity level and diagnostic category is assigned to the child for each of the 5 areas once the inventory is completed. Diagnostic categories given to choose from, N = normal, or advanced; Q = questionable and A = abnormal. Maturity level is entered in weeks or months.

DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION (Beery)

IDENTIFYING INFORMATION

PUBLISHER: Follett Publishing Company

ADDRESS: Chicago, Illinois

COPYRIGHT DATE: 1967

COST: 6.90 PER: 15 tests, short form; 9.99 per 15 tests, long form; 5.40 per manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2

SUBTESTS: Long form contains 24 geometric forms that a pupil is asked to copy, reflecting problems in visual perception, hand control, and coordination between the two. Short form contains 15 geometric forms (same as 1st 15 of long forms).

ADMINISTRATION

INDIVIDUAL OR GROUP: group or individual

ESTIMATED TESTING TIME: 10 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Aim is to facilitate classroom screening of the perceptual motor development. Test is used for diagnostic purposes.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Short form 2-8 years; long form 2-15 years.

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Perceptual-motor development

STANDARDIZATION POPULATION(S) All socio-economic groups; all ethnic groups.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Child must be able to understand and follow directions.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Developmental norms

CAN COMPARISON BE MADE ACROSS SUBTESTS? No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

There are developmental norms with each geometric figure as well as for the entire test.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlation between VMI sources and CA is .89 for the 2-15 age groups.

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:
Reliability and validity are not too useful. Does not change between long and short forms.

ADDITIONAL COMMENTS Scoring procedures are not straight forward and contain a high degree of subjectivity.

DEVELOPMENTAL TEST OF VISUAL PERCEPTION, Marianne Frostig

IDENTIFYING INFORMATION

PUBLISHER: Consulting Psychologists Press, Inc.

ADDRESS: 577 College Avenue
Palo Alto, California 94306

COPYRIGHT DATE: Revised, 1966

COST: 5.06 PER: Manual; .60 per Test Booklet

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: (1) eye motor coordination, (2) figure-ground, (3) form constancy, (4) position in space, (5) spatial relations

ADMINISTRATION

INDIVIDUAL OR GROUP: both

ESTIMATED TESTING TIME: 45-60 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☐ MODERATE ☒ DIFFICULT

OTHER CONSIDERATIONS: Thorough familiarity with test and experience with individual adminstration at all levels is suggested. Transparencies are provided for some subtest to facilitate scoring.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Ages 3-8, but designed mainly for use with young children

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Children with potential learning difficulties and perceputal deficit.

STANDARDIZATION POPULATION(S) 2116 children from Southern California, middle class blacks included

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

May be used for deaf, hard of hearing, or non-English speaking.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

A total perceptual quotient or by scaled scores, age equivalents and raw scores by subtests.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Test yields invaluable information regarding child's methods of processing information and his level of functioning in activities which have been found important in academic achievement.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Total sample correlations with MA and CA are -.81 and -.80 respective

RELIABILITY: Retest reliability is .98 using the full range of ages

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS The primary use of this test is to identify those children who need special perceptual training. Training materials are available for each of the five subtest areas.

EARLY CHILDHOOD EDUCATION FOR HANDICAPPED CHILDREN
BIRTH - THREE YEAR SCALE

IDENTIFYING INFORMATION

PUBLISHER:	Houston Speech & Hearing Center
ADDRESS:	University of Texas at Houston Houston, Texas
COPYRIGHT DATE:	1972
COST:	$ 5.00 per form
NUMBER OF LEVELS:	1
NUMBER OF FORMS:	1
SUBTESTS:	Language reception, Language expression, Problem solving, Social, Motor

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Varied

TYPE OF ADMINISTRATOR: ☒ PARENT ☐ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

The total score for each category is computed by adding all plus part scores to the basal age. This score becomes the D.A. (developmental age) for the child. There are 18 items in each subtest, arranged with 3 items for each six month interval.
Constructed to be used and interpreted by those not specifically trained in psychometrics.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

0 - 36 months

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Language, learning disabilities including hearing impaired.

STANDARDIZATION POPULATION(S) Not given

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Materials for scales can be taken from standard tests or the mother can choose the material. Authors feel this is a step toward culture free assessment.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Months, developmental age

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Scores indicate present developmental level of child. It is suggested that a case history report should be used in conjunction with the scale. It it this data coupled with the observed behaviors, that leads to the report final form.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

Standardization is presently in progress

ADDITIONAL COMMENTS

See additional page

ADDITIONAL COMMENTS:

The purpose of this instrument is "to provide baseline data for habilitation and rehabilitation procedures". The scale was developed to assess the child's abilities (level of functioning in the oral language, problem solving, social, and motor areas.)

THE EMI ASSESSMENT SCALE

IDENTIFYING INFORMATION

PUBLISHER: The University of Virginia Department of Pediatrics

ADDRESS: University of Virginia
Charlottesville, Virginia 22901

COPYRIGHT DATE: 1975

COST: 65¢ - 75¢ PER: Test

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Gross Motor, Fine Motor, Social Skills, Cognitive, Language

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 30 to 45 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Developmental age equivalents can be computed for each area by recording the latest developmental age where a majority of tasks are passed and before which no majority of failures has occurred.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
1 month - 2 years

WHAT TYPE OF RESPONSE: ☒VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Based on tests below -(see Technical Aspects)

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Purpose: to determine the child's developmental age or functioning level in the following 5 areas: Gross Motor skills, Fine motor skills, Social skills, Cognitive skills, and Language skills

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY: age in months

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes, Re: developmental age

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
The test items (3 for each area per age in months) are arranged chronologically by areas.

TECHNICAL ASPECTS

REFERENCE: ☒CRITERION ☐ NORMATIVE

VALIDITY: Not available

RELIABILITY: Not available

OTHER TECHNICAL CONSIDERATIONS: "The selection, sequencing & normative assignment of times are based on information from the following sources and from obse
vations of the EMI educational & physical therapy staff during 2 years of early
intervention w/multi-handicapped infants": Developmental Profile Manual; Communication Evaluation Chart; (see additional page)

ADDITIONAL COMMENTS Manual will be forthcoming. Most of the test items can be scored through observation of the child's activities. Some of the items, such as those in Fine Motor Skills, do require the examiner to establish a model for the child to imitate.

Birth - 3 Program for Handicapped Children; Bayley Scales of Infant Development; Assessing Lang Skills in Infancy; Measurement of Intelligence of Infants & Young Children; REP Lang Scale; Comprehensive State Plan for the Education of Young Handicapped Children Below Age 5 in Virginia; Vineland Social Maturity Scale, Denver Developmental Screening Test Manual, the First 5 Years of Life; L A P; Koonte Child Developmental Program; LAP for Infants; Assessment in Infancy.

ENVIRONMENTAL LANGUAGE INVENTORY

IDENTIFYING INFORMATION

PUBLISHER: Nisonger Center, Ohio State University

ADDRESS: 1580 Cannon Drive
Columbus, Ohio 43210

COPYRIGHT DATE: 1974

COST: 2.50 PER: 10 score forms; 8.00 per manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Conversation, imitation, play

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 20-30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☐ MODERATE ☒ DIFFICULT

OTHER CONSIDERATIONS: The content of the linguistics and non-linguistic areas may be altered to suit the individual child.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
2 to 6 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
preschool severely handicapped children

STANDARDIZATION POPULATION(S) over 300 children seen at Nisonger Center

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
The test assesses the child's sentence types in play, conversation and imitation.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

Mean length of utterances. Percentile of intelligibility, rank order of sematic grammatical rules.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
None

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: No statistical analysis performed. Children and conversation over a seven week program in an experimental group did increase language imitiation.

RELIABILITY: None reported.

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS The environmental language intervention program utilized parents as successful language trainees with pre-verbal children.

FAIRVIEW BEHAVIOR EVALUATION BATTERY FOR THE MENTALLY RETARDED

IDENTIFYING INFORMATION

PUBLISHER: Fairview St. Hospital

ADDRESS: Research Department
2501 Harbor Blvd.
Costa Mesa, California 92626

COPYRIGHT DATE: 1970-1971

COST: 10.00 PER: 100 forms; .50 per manual

NUMBER OF LEVELS: 1 per scale

NUMBER OF FORMS: 1 per scale

SUBTESTS: Independent scales: a developmental scale, self help scale, social skills scale, language evaluation scale, problem behavior record.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 15 minutes per checklist

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: In addition to the above indicated type of administrators, caretakers or ward personnel can complete the individual checklists.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Birth to 10 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL
Mildly, moderately, severely and profoundly mentally retarded.

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Mentally retarded - all levels

STANDARDIZATION POPULATION(S) Information not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Age equivalents (C.A.), Behavioral Quotient, Language Quotient.

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: None

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Language scale to obervers understanding .755 correlation

RELIABILITY: Self-help scale test-retest .909; Language Scale, test-retest .948

OTHER TECHNICAL CONSIDERATIONS:

Each subtest is a complete checklist for the various subtest areas listed below.

ADDITIONAL COMMENTS

See additional page

ADDITIONAL COMMENTS

Subtests of each of the Scales are as follows:

Developmental Scale (0 - 2 CA)

Perceptual-motor Skills
Self Help Skills
Language
Social Interaction
Self Direction

Social Skills Scale (107)

Self Help Skills
Communication
Social Interaction
Occupations
Self Direction

Problem Behavioral Record

Rates 29 problem behaviors as to their frequency, severity, and control. An objective checklist gives an index of prevailing mood.

Self Help Scale (2 to 9 CA)

Motor Dexterity
Self Help Skills
Communication
Social Interaction
Self Direction

Language Evolution Scale

Measures language age from 0-72 months of age.

ASSESSMENT 47

FIRST GRADE SCREENING TEST

IDENTIFYING INFORMATION

PUBLISHER: American Guidance Service, Inc.

ADDRESS: Publishers Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1966

COST: 4.75 PER: 25 tests; 2.25 per manual, 2.75 per specimen set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2 (male and female)

SUBTESTS: Motor skills through drawing, judgments of appropriate play and social actions, ability to follow directions, vocabulary and conceptual information.

ADMINISTRATION

INDIVIDUAL OR GROUP: group

ESTIMATED TESTING TIME: 1st grade - 1 session, 30 minutes total
kindergarten - 2 sessions, 45 minutes total

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Procedures for administering are clear and concise. Separate test booklets are provided for boys and girls to "allow children an opportunity to identify with familiar through different social roles". No data supporting this implicit assumption are provided.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
End of kindergarten, beginning of first grade

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 5534 first grade students from 200 school systems randomly selected from 8 regions.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes - grade norms for end of kindergarten and beginning of first grade

EXPRESSED BY:

More grade norms

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Comparisons of two levels are very similar; therefore, clearly favoring testing at the end of kindergarten

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Predictive validities with the California, SRA, Stanford Achievement Test batteries are available in the manual.

RELIABILITY: Test-Retest reliability: Standard error over two week period = 1.68. Inter score reliability = .84.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS This test does give empirical evidence of providing a quickly and simply administered screening test for identifying a good percentage of ending kindergarten or beginning first grade children who are "high risks" for failure in academic work.

ASSESSMENT 48

GESSEL DEVELOPMENTAL KIT

IDENTIFYING INFORMATION

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Blvd.
Los Angeles, CA 90025

COPYRIGHT DATE: 1965

COST: $12.50 PER: set

NUMBER OF LEVELS: 7

NUMBER OF FORMS: 1

SUBTESTS: Include: Writing name, address, numbers, giving the date; copying figures and forms; incomplete man; right and left subtests (naming body parts, single commands, double commands, verbal and motor response to right and left pictures); matching forms; memory for designs; visual projective test; naming animals; and home and school preferenced (some supplementary tests are available is needed).

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☑ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The test begins with a short initial interview with the child's parents or teacher.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
5 to 10 years of age

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 50 boys & 50 girls from North Haven, Conn. at each of 7 age levels including 5 1/2, controlling for S.E.S.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY: Developmental age or behavioral age.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Age norms are available for each subtest of the test.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not formally developed

RELIABILITY: Not formally developed

OTHER TECHNICAL CONSIDERATIONS: Many texts and research articles have been written by Gessel, ILG and clinics regarding child development. Specific reference to the validity and reliability of the kit were not found in these sources, although extensive data is reported in descriptive format.

ADDITIONAL COMMENTS The test is based on the premise that children should be enrolled, grouped and promoted on the basis of their developmental age rather than their IQ or chronological age.

GOLDMAN-FRISTOE TEST OF ARTICULATION

IDENTIFYING INFORMATION

PUBLISHER: American Guidance Services, Inc.

ADDRESS: Publishers Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1969

COST: 18.00 PER: Set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Sounds in words, sounds in sentences and stimulability

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 10-15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☐ MODERATE ☒ DIFFICULT

OTHER CONSIDERATIONS: Clinician is required to make judgments of correctness between phonemes within one word. There is a filmstrip available as an alternative method of presenting the test.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Pre-school and over

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
All handicapped populations

STANDARDIZATION POPULATION(S) 38,884 children from speech and hearing survey

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Percentile ranks from 6 to 16+ years and age norms.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Subtest and total scores are not recommended for use in test interpretation.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Reliability and validity data are available, however, for only one of the three subtests

RELIABILITY: test-retest 72% for type of speech erros

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS

Testing form is difficult to use.

GOLDMAN-FRISTOE-WOODCOCK AUDITORY SKILLS TEST BATTERY

IDENTIFYING INFORMATION

PUBLISHER: American Guidance Service, Inc.

ADDRESS: Publisher's Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1969

COST: $98.00 PER kit with tape

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: There are four subtests: Auditory Selective Attention Test; Diagnostic Auditory Discrimination Test, Parts I, II, III; Auditory Memory Test; Sound-Symbol Test

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 10 - 15 minutes on each test

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Any teacher who has some training in language disorders can administer the tests. There is a pre-recorded tape included to facilitate administration of the kit.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
3 to 8 years and above

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Learning disabilities and speech and hearing problems

STANDARDIZATION POPULATION(S) 7,199 normal and clinical subjects from four areas of United States

ARE THERE OTHER EXAMINEE CONSIDERATIONS? Test is time consuming but test manual is clear and detailed procedures for administration and scoring are given.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Percentile rank, age equivalents, standard scores and stanine

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Each subtest has a separate profile for the student's performance on that specific subtest. Each subtest in the battery is presented as a self-contained test.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Good

RELIABILITY: Intra-rater reliability - 91%; test-retest .87 and .81

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS The test appears to discriminate among various clinical groups, e.g., hard of hearing, EMR, speech and language problems.

GOODENOUGH-HARRIS DRAWING TEST

IDENTIFYING INFORMATION

PUBLISHER: Harcourt, Brace, Jovanovich, Inc.

ADDRESS: 757 Third Avenue
New York, New York 10017

COPYRIGHT DATE: 1963

COST: 5.75 PER: kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 3

SUBTESTS:
Draw-a-man, Draw-a-woman, Draw-yourself

ADMINISTRATION

INDIVIDUAL OR GROUP: group or individual

ESTIMATED TESTING TIME: 10-15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: None. To score the test, the examiner needs the text entitled, "Childrens Drawings as a Measure of Intellectual Maturity", which contains the scoring criteria and plates.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
3-15 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Varied socio-economic status

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
No

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? No

EXPRESSED BY: Standard score with an average of 100 and a standard deviation of 15.

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
The scoring criteria is highly objective and empirically based.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: With Stanford Binet IQ scores .36 to .65
With Stanford Binet MA scores .26 to .92

RELIABILITY: Inter correlation between different scores on the same drawings .80 to .96

OTHER TECHNICAL CONSIDERATIONS: None

ADDITIONAL COMMENTS To supplement the test manual, Harris publishes a book, Children's Drawings As a Measure of Intellectual Maturity. His book contains considerations for scale development, standardization reliability and validity data.

ASSESSMENT 52

HISKEY-NEBRASKA TEST OF LEARNING APTITUDE

(A revision of 1941 Nebraska Test of Learning Abilities)

IDENTIFYING INFORMATION

PUBLISHER: Marshall S. Hiskey (the author)

ADDRESS: 5640 Baldwin
Lincoln, Nebraska 68508

COPYRIGHT DATE: 1941, 1966

COST: 56.00 PER: Set

NUMBER OF LEVELS: Not applicable

NUMBER OF FORMS: 1

SUBTESTS: (1) read patterns, (2) memory for color, (3) picture identification, (4) picture association, (5) paper folding, (6) visual attention span, (7) grammatic closure, (8) completion of drawings, (9) memory for digits, (10) puzzle books, (11) picture analogies, (12) spatial reasoning.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 45-60 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: An experienced psychometrician needs only a few practice sessions to master the basic administrative procedures.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Ages 3-16

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Deaf (and hearing)

STANDARDIZATION POPULATION(S) Standardized with deaf and hearing children, parental occupation considered but no breakdown by race or sex are provided.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
L.A. (Learning age) for deaf students
M.A. (Hearing age) for hearing students

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
No breakdowns by sex or race are provided

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: For the deaf, subtest inter-correlations range from .33 to .74 (ages 11-17)

RELIABILITY: Split-half reliabilities reported are for wide range populations: .95 for the deaf and .93 for the hearing (3-10); .92 and .90 (11-17)

OTHER TECHNICAL CONSIDERATIONS:
Test-retest information and standard errors of measurement information are needed.

ADDITIONAL COMMENTS

This test is considered to be good for assessing the "book learning" capability of deaf children.

ASSESSMENT 53

HOME PARENT CHILD STIMULATION:
MANUAL I: BEHAVIORAL DEVELOPMENT PROFILE

IDENTIFYING INFORMATION

PUBLISHER:	Department of Special Education Marshall-Poweshiek Joint County School System
ADDRESS:	9 Westwood Drive Marshalltown, Iowa 50158
COPYRIGHT DATE:	1973
COST:	$ 4.00 per copy
NUMBER OF LEVELS:	1
NUMBER OF FORMS:	1
SUBTESTS:	Communication, Motor, Social

ADMINISTRATION

INDIVIDUAL OR GROUP:	Individual
ESTIMATED TESTING TIME:	30 - 60 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Flexibility is emphasized since total emphasis is on individual and individualized instruction. Each item is numerically matched to behavioral objectives and strategies and is so indicated at the top of each prescription page under profile number.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?

0 years - 6 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Yes - handicapped and culturally deprived

STANDARDIZATION POPULATION(S) Not listed

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Although designed for handicapped and culturally deprived children, norms for "normal" children are available.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Months

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Used to determine child's strengths and weaknesses in implementing specific educational strategies. Prescriptions are written for each child on a weekly basis in such a way to insure success for both the child and parent.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

Test says nothing about where child should be in relation to others, but rather lists strengths and weaknesses of the child as compared with himself.

ADDITIONAL COMMENTS

An assessment instrument to monitor growth and provide an organized approach to skill acquisition. Enables program for home, parent-child to be individually made.

ASSESSMENT 54

HOUSTON TEST FOR LANGUAGE DEVELOPMENT

IDENTIFYING INFORMATION

PUBLISHER: Houston Test Company

ADDRESS: P. O. Box 35152
Houston, Texas

COPYRIGHT DATE: 1963

COST: 35.00 PER: kit of part I and II; 11.00 per part I; .2 per part II

NUMBER OF LEVELS: 2

NUMBER OF FORMS: Not applicable

SUBTESTS: Part 2 includes sections on: vocabulary, identification of body parts and gestures, geometric drawings, designs, counting and a language sample.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The mother may need to assist the examiner in elliciting responses from the infant twelve months or under. Also, the examiner must be trained in assessing language competency.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Part I - 6 months to 3 years; Part II - 3 years to 6 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
For use with children who exhibit potential language problems

STANDARDIZATION POPULATION(S) 113 children for Part I, 100 children for Part II. Sample characteristics were not given.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Total score of Score Summary, Basal Score (age at which all items are present), Upper Age (highest age at which any item is passed)

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Specific instructions are given for administering and scoring each item of the test.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported

RELIABILITY: Test-retest reported .84

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS Expert reviewers of the test rate it low in usefulness as compared to other available language assessment devices and procedures.

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

IDENTIFYING INFORMATION

PUBLISHER: University of Illinois Press (The)

ADDRESS: Urbana, Illinois 61801

COPYRIGHT DATE: 1968 (1961-1968)

COST: 58.00 PER: Set; 7.75 per 25 record forms; 5.75 per manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Auditory Association, Verbal Expression, Grammatic Closure, Auditory Reception, Visual Reception, Visual Sequential Memory, Auditory Sequential Memory, Visual Association, Visual Closure, Manual Expression, Auditory Closure, and Sound Blending

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 45-60 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Fairly complicated test to administer without minimum use experience. Scoring procedures are detailed and clear. The auditory association and grammatic closure subtests are most often used to predict reading, spelling and math abilities.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Ages 2-10

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Especially useful for children with learning disabilities.

STANDARDIZATION POPULATION(S) Groups of average normal children,

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Designed to determine the psycholinguistic abilities and inabilities of moderate and mildly handicapped children.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
Standard scores, age scores, psycholinguistic age.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Much vocabulary and pictoral matter assumes wide cultural and/or language experience.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Auditory association to reading r=.45, to math, r=.43, grammatic closure to reading r=.57, to spelling r=.38, to math, r=.51

RELIABILITY: Differences among subtests are seen as highly reliable, profile is moderately reliable over time intervals of 4-6 months; tests are reasonably reliable for each age level.

OTHER TECHNICAL CONSIDERATIONS:
Test-retest correlations for composite score ranged from .70 to .83.

ADDITIONAL COMMENTS

Developed to correspond to Osgood's 3-dimensional model of psycholinguistics.

ASSESSMENT 56

INFANT BEHAVIOR INVENTORY

IDENTIFYING INFORMATION

PUBLISHER: Earl Schaefer and May Aaronson

ADDRESS:
National Institute of Mental Health
Rockville, Maryland

COPYRIGHT DATE: 1975 (not copyrighted)

COST: No cost

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS:
1) Verbal expressiveness
2) Positive social response
3) Self-consciousness
4) Irritability
5) Perserverence
6) Distractibility
7) Hyperactivity
8) Belligerent
9) Concentration
10) Withdrawal
11) Attentiveness
12) Good Nature
13) Creativity
14) Curiosity

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 15 to 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Scorer circles response to each of 42 questions asked of the child. All responses are subjective, with each question being probed to ascertain the degree of respondent confidence in answers.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
1 year to 3 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Not reported

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
An inventory of 42 behaviors that the marker compares to the child's behavior and forms a summary sheet as a concise indication of the child's abilities.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Not available.

EXPRESSED BY:
Not available.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Not available.

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
No information was available on interpretation of the Inventory.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: Not reported

RELIABILITY: .18 - .78 (see below)

OTHER TECHNICAL CONSIDERATIONS:
Subjective responses are involved and inter-rater reliability varied greatly over different scales.

ADDITIONAL COMMENTS

See additional page

ADDITIONAL COMMENTS:

Contains summary sheets for compilation of all response value (1 - 4 for each question).
Next revision of Form will eliminate 9 point scale and go back to very much alike, somewhat alike, very little alike, not at all like scaling.

ASSESSMENT 57

INFANT INTELLIGENCE SCALE (CATTELL)

IDENTIFYING INFORMATION

PUBLISHER: Psychological Corporation

ADDRESS:
304 E. 45th St.,
New York 17, New York 10017

COPYRIGHT DATE: 1960 - revised

COST: $ 60.00 per set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: None

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 20 - 40 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☐ MODERATE ☒ DIFFICULT

OTHER CONSIDERATIONS:

Examiner needs not only knowledge and experience in testing, but also sound background in child psychology and a nursery school training course. Importance of following the standardized procedure is stressed. Examiner has difficulty scoring because he must determine whether responses were attained by chance or purpose.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
3 months- 30 months

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 1,300 exams of 274 children ranging in ages from 3 months to 36 months.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Levels are at one month intervals from two to twelve months; two month intervals from 12-24 months; three month intervals from 24-30 months. Testing material appeals to children.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

I.Q.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Not applicable

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Score obtained is Mental Age.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: CIIS correlation with Form L of the Stanford-Binet ranged from .56 to .86.

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:
This is a downward extension of the revised Stanford-Binet Scale.
This scale is of doubtful validity below the 12 month age level.

ADDITIONAL COMMENTS Scale has five items and one or two alternate forms for each age level. Comprehensive book by the author is available as manual. Cattell, Psyche, The Measurement of Intelligence of Infants and Young Children, The Psychological Corp., N.Y. 1960.

ASSESSMENT 58

INTER-AMERICAN SERVICES: TEST OF GENERAL ABILITY, PRESCHOOL LEVEL

IDENTIFYING INFORMATION

PUBLISHER: Guidance Testing Associates

ADDRESS: 6516 Shirley Avenue
Austin, Texas 78752

COPYRIGHT DATE: 1966

COST: .18 PER: copy (one test booklet and directions)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Oral vocabulary, number, association and classification

ADMINISTRATION

INDIVIDUAL OR GROUP: individual or group

ESTIMATED TESTING TIME: 40-50 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: (1) A form is available in Spanish. (2) Scoring keys are available for the form. (3) Test can be used as a pre-post test.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
4 and 5 year olds

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS? None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Grade equivalency

CAN COMPARISON BE MADE ACROSS SUBTESTS? No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
1. Percentile norms for various samples are available; 2. the first two subtests, oral vocabulary and number, combine to give a verbal and numerical subscore and the latter two, association and classification, to give a none-verbal subscore.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: .90 with similar devices

RELIABILITY: Publisher feels reliability is "very good."

OTHER TECHNICAL CONSIDERATIONS: None

ADDITIONAL COMMENTS This test measures general mental ability and school readiness. English and Spanish levels have good parallel content.

INVENTORY OF READINESS SKILLS

IDENTIFYING INFORMATION

PUBLISHER: Educational Programmers Company

ADDRESS: P. O. Box 332
Roseburg, Oregon 97470

COPYRIGHT DATE: 1969, 1970, 1973

COST: 9.95 PER: complete set, 34.95 per 100 tests only, .25 per mask, 2.75 per manual .75 per visual memory cards

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Auditory memory sequential, word discrimination, body awareness, locational and directional concepts, color discrimination, visual perceptional letters, letter names

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
The test is individually administered to assist teachers in making diagnostic assessment of children's fundamental skill before formal instruction is begun.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Preschool, kindergarten and first grade children

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) None reported

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
No

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? No

EXPRESSED BY: None

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
A profile that indicates child's strengths and weaknesses and rank. Rank is expressed in terms of Very Low, Low Average, Mean, High Average, Very High.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported

RELIABILITY: None reported

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS The inventory provides a diagnostic assessment of the child's strengths and weaknesses in order to plan each child's program more efficiently. It can also be used as pretest and posttest measurements.

KAHN INTELLIGENCE TEST

IDENTIFYING INFORMATION

PUBLISHER: Psychological Tests Specialists

ADDRESS: Box 1441
Missoula, Montana 59801

COPYRIGHT DATE: 1960

COST: 26.00 PER: Set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Main scale plus 6 optional scales. Brief scale, concept formation, recall, motor coordination, scales for use with deaf, scales for use with the blind.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Not reported

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☐ MODERATE ☒ DIFFICULT

OTHER CONSIDERATIONS: Test is weakest at the youngest levels. Test instructions become rather complex at the older age levels.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
one month and over

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
verbally or culturally handicapped

STANDARDIZATION POPULATION(S): 40 adults and 297 children, ages 1 month to 17 years. No description of population characte
istics was given

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Person must understand language. The test depends heavily on verbal comprehension and verbal responses.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Mental age or I.Q.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Little value as an infant test because of inadequate sampling of abilities at this age level.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Validity coefficient of .75 based on correlation of M.A.'s on the K.I.T. and Stanford-Binet.

RELIABILITY: Test-retest of .94 based on subject's M.A.

OTHER TECHNICAL CONSIDERATIONS:
Validity data is available for the test as used with cultural-familial retarded children living in institutions.

ADDITIONAL COMMENTS Requires understanding of language. Few verbal responses are required. The KIT is designed to be a culture-free test of intelligence.

ASSESSMENT 61

KEY MATH DIAGNOSTIC ARITHMETIC TEST

IDENTIFYING INFORMATION

PUBLISHER: American Guidance Services, Inc.

ADDRESS: Publishers Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1971

COST: 22.70 PER: kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Numeration, fractions, geometry and symbols, addition, subtraction, multiplication, division, mental computation, numerical reasoning, word problems, missing elements, money, measurement and time.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: An objective scoring procedure allows for maximum test interpretation.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Preschool to 6th grade

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S): Contained a wide range of geographic and social populations.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
The test contains a minimum number of items for children at the pre-school level.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Raw scores and grade equivalent scores.

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
A diagnostic profile is completed for each child. Comparison across the subtest dimension can readily be made via visual and numerical representation of the test results.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: .69 correlation with the reasoning measure of the Iowa Test of Basic Skills and a .38 with the total arithmetic score of the Iowa.

RELIABILITY: For grades K through 7, split half reliability range from .64 to .84. Reliability coefficent for the total test performance by grade level ranged from .94 to .97.

OTHER TECHNICAL CONSIDERATIONS:

Each item of the test is correlated to a behavioral objective statement which could be used by the teacher in curriculum development.

ADDITIONAL COMMENTS

None

ASSESSMENT 62

KINDERGARTEN AUDITORY SCREENING TEST

IDENTIFYING INFORMATION

PUBLISHER: Follett Publishing Company

ADDRESS: 1010 W. Washington Blvd.
Chicago, Illinois 60607

COPYRIGHT DATE: 1971

COST: 7.50 PER: record and guide

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Speech in environmental noise, phonemic synthesis, same and different.

ADMINISTRATION

INDIVIDUAL OR GROUP: group

ESTIMATED TESTING TIME: 20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The test is designed so that it may be administered in more than one setting. The test is fully recorded on a 33 /13 rpm. record.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Kindergarten

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 600 children in five states which were socio-economically balanced.

ARE THERE OTHER EXAMINEE CONSIDERATIONS? Should be given to kindergarten students only after they become accustomed to classroom procedures.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Fail, borderline, pass standards

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
A scoring grid is provided with the test so that score can be indicated (shaded) and comparisons between scores obtained.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS: Case studies are given in the teacher's guide. A very good teacher's guide with chapters on administering the test, scoring and follow-up; what the kindergarten auditory screen test is; the ear, the brain, language and speech; and they hear but do they understand.

ADDITIONAL COMMENTS None

ASSESSMENT 63

KINDERGARTEN EVALUATION OF LEARNING POTENTIAL (KELP)

IDENTIFYING INFORMATION

PUBLISHER: Webster Division, McGraw-Hill Book Company

ADDRESS: Manchester, Missouri

COPYRIGHT DATE: 1967

COST: 219.36 PER: set (25% discount to schools)

NUMBER OF LEVELS: 3

NUMBER OF FORMS: 1

SUBTESTS: Skipping, color identification, bead design, block design, bolt board, calendar, numbers, safety signs, writing a name, auditory perception, social interaction.

ADMINISTRATION

INDIVIDUAL OR GROUP: group

ESTIMATED TESTING TIME: No time limit

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The items of the device are used by the kindergarten teacher throughout the year in determining the child's level of attainment within the subtest areas.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Kindergarten

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Standardized on 280 kindergarten children in 5 schools, controlled for socio-economic status
No regional information given.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? No

EXPRESSED BY: Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Group and individual comparisons can be made by use of a set of data records supplied with the test. Scores obtained are expressed as high, average and low. Stanines can be derived as numerical representations of levels.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: Validation coefficients of .73±.07 between KELP and Stanford-Binet MA and .71±.07 between KEP and Stanford-Binet IQ scores.

RELIABILITY: Information not available

OTHER TECHNICAL CONSIDERATIONS: The test is designed to identify the learning capabilities of children in kindergarten. A prediction of school success can be made which is based on the child's actual kindergarten learning. The test contains manipulables such as toys, blocks, cloth, beads, et

ADDITIONAL COMMENTS The test is intended to be used as part of the teacher' daily curriculum.

ASSESSMENT 64

LANGUAGE & LEARNING DISORDERS OF THE PRE-ACADEMIC CHILD

IDENTIFYING INFORMATION

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Boulevard
Los Angeles, CA 90025

COPYRIGHT DATE: 1968

COST: $10.75 PER: Kit

NUMBER OF LEVELS: 5

NUMBER OF FORMS: Not applicable

SUBTESTS: Comprehension of single words, Comprehension of Connected Discourse, Expression of Connected Discourse, Short term memory for digits, Short term auditory memory for sentences, Short term visual memory for pictures, Short term visual memory for tapping, Short term visual memory for paper folding, short term visual memory for draw a man, perceptual motor - block designs and copying and social maturity.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 60 - 90 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
A questionnaire requesting historical information of the child is suggested. (A specific questionnaire is supplied)

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?

Birth - age 6 (under 3, beginning level, Pre-K, K, and readiness levels)

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Aphasoid, brain injured, emotionally disturbed, perceptually handicapped, deaf, mentally retarded, aphasic, language disorder, underprivileged

STANDARDIZATION POPULATION(S) ____________________

Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Mental age

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Conversion table of raw scores to mental age are provided for each test item.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not available

RELIABILITY: Not available

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS This battery serves 4 purposes: 1) to provide a diagnos 2) to help identify the etiology, 3) to present essential information for treatment and training, and 4) to demonstrate gains as measured by reassessment.

LAKELAND VILLAGE ADAPTIVE BEHAVIOR GRID

IDENTIFYING INFORMATION

PUBLISHER: Lakeland Village

ADDRESS:
Lakeland Village
Medical Lake,
Washington 99022

COPYRIGHT DATE: None

COST: Free

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS:

1) eating
2) toileting
3) dressing
4) health, hygiene, and grooming
5) communicating
6) mobility and dexterity
7) vocational aptitude
8) socialization
9) orientation
10) behavior control

ADMINISTRATION

INDIVIDUAL OR GROUP:
Individual

ESTIMATED TESTING TIME:
Varies

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
The child is observed in various settings to obtain indications of his abilities within the ten subtest areas.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Ten levels - 3 months to 16 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Institutional population

STANDARDIZATION POPULATION(S) Institutionalized mentally retarded.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
No

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Age levels of attainment, 3 months to 16 years

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Developmental level (Average Developmental Age) is used in a ratio ADA/CA. The results correlates with AAMD classification of degree of retardation.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: No data

RELIABILITY: No data

OTHER TECHNICAL CONSIDERATIONS:
This device is considered to be an experimental instrument.

ADDITIONAL COMMENTS The authors suggest that the purpose of the grid is to aid in programming for the child, to determine progress of the child and to establ MR classification level for the child.

LEARNING ACCOMPLISHMENT PROFILE

IDENTIFYING INFORMATION

PUBLISHER: Kaplan School Supply

ADDRESS:
600 Jonestown Road
Winston Salem, N.C. 27103

COPYRIGHT DATE: 1974

COST: Planning Guide $6.75; Working With Families $2.50; LAP for Infants $3; Head Start Resource Guide $5; Public School Resource Guide $2.

NUMBER OF LEVELS: Infant 0 - 3 years; 3 - 6 years

NUMBER OF FORMS: Not applicable

SUBTESTS: Language, cognitive, self help, gross motor, fine motor skills

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: As long as teacher wishes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

This is a developmental checklist.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
0 - 6 years

WHAT TYPE OF RESPONSE:* ☒ VERBAL ☒ NON-VERBAL *At higher levels

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
For use with children who may be experiencing developmental lags

STANDARDIZATION POPULATION(S) Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
0 - 72 months developmental age

EXPRESSED BY:

Rate of development which is equal to developmental age divided by chronological age.

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Comparisons can be made by analyzing relative developmental ages obtained within each subtest area.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported

RELIABILITY: None reported

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS This test is an informal checklist used as a guide for preparing instructional materials. Any administrator of this test should be as familiar as possible with the daily activity level of children to be evaluated.

LEARNING ACCOMPLISHMENT PROFILE
(LAP-D) DIAGNOSTICIAN EDITION

IDENTIFYING INFORMATION

PUBLISHER: Kaplan School Supply

ADDRESS: 600 Jonestown Road
Winston Salem, N.C. 27103

COPYRIGHT DATE: 1975

COST: $150.00 per Total Assessment

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Language, self help, gross motor and fine motor skills

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: One hour

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Training in the use of the profile by a person already familiar with its use is recommended.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
0 - 6 years of age

WHAT TYPE OF RESPONSE * ☒ VERBAL ☒ NON-VERBAL *at higher age levels

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
For use with children who exhibit developmental lags in the areas tested.

STANDARDIZATION POPULATION(S) Not applicable

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Developmental ages

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Comparisons can be made between subtests based on differential in age levels attained.

TECHNICAL ASPECTS

REFERENCE ☐ CRITERION ☒ NORMATIVE

VALIDITY: Presently being collected

RELIABILITY: Inter rater reliability on gross motor r = .87; fine motor .88; cognitive .93; language .94 with 20 children with 2 raters. Head Start teachers
OTHER TECHNICAL CONSIDERATIONS: gross motor .86; fine motor .80; cognitive .
language .68.

ADDITIONAL COMMENTS

Test should only be used as a pretest/post test until validity data collected and reported.

LEITER INTERNATIONAL PERFORMANCE SCALE

IDENTIFYING INFORMATION

PUBLISHER Stoeltig Company

ADDRESS 1350 S. Kostner Ave.
Chicago, Ill. 60623

COPYRIGHT DATE 1936-55

COST $333 per set

NUMBER OF LEVELS 3

NUMBER OF FORMS 1

SUBTESTS Matching colors, block design, matching pictures, matching circles and squares, picture completion, number discrimination, form and color, genus, clothing, analogous progression, pattern completion, matching on basis of use, reconstruction, circle series, circumference series, recognition of age difference, matching shades of gray, form discrimination, judging mass, series of radii, dot estimation, analogous designs, line completion, footprint recognition, concealed cubes, similarities, recognition of facial expressions, classifications of animals, memory of a series, code for a number series, reversal clocks, position analogy, spatial relations.

ADMINISTRATION

INDIVIDUAL OR GROUP Individual

ESTIMATED TESTING TIME 45 minutes, no time limit

TYPE OF ADMINISTRATOR ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS

The test was developed to serve as a non-language counterpart of the Stanford-Binet.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Two years to adult

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S): Standardized on a wide range of ethnic and socio-economic populations.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Very suitable for use with handicapped children.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Mental age, I.Q.

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION
Original norms have been reported as slightly too strict.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlates .80 with performance scale of WISC; from .77 to .83 with full scale WISC.

RELIABILITY: Split half reliabilities of .91 to .94 are reported from several studies.

OTHER TECHNICAL CONSIDERATIONS
The test can be given entirely without spoken directions and responded to without speech and with a minimal amount of motor actions.

ADDITIONAL COMMENTS

None

ASSESSMENT 69

LEXINGTON DEVELOPMENTAL SCALE (SHORT FORM)

IDENTIFYING INFORMATION

PUBLISHER: United Cerebral Palsy of the Bluegrass, Inc.

ADDRESS: P.O. Box 8003
465 Springhill Drive
Lexington, Ky. 40503

COPYRIGHT DATE: 1975

COST: $1.50 per manual

NUMBER OF LEVELS: 2

NUMBER OF FORMS: 1

SUBTESTS: Motor, language, cognitive, personal and social

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 30 minutes a setting

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

None

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Birth through 6 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
For use with any child exhibiting slowness in development

STANDARDIZATION POPULATION(S) Thirty-three preschool children

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: 3 month intervals for infancy scale and one year intervals for early childhood scale.

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

An instrument for assessing children and an aid in helping parents to better understand their child's development. Can be used as a basis for curriculum planning for the total class or individual children.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not established

RELIABILITY: Test-retest .96 overall

OTHER TECHNICAL CONSIDERATIONS:

Norms are given for each age level. Correlation with Stanford-Binet varied over subtests from .30 to .84.

ADDITIONAL COMMENTS The scale follows the child through developmental events and gives example of normal attainment at each level and in each of the subtest areas.

ASSESSMENT 70

McCARTHY SCALES OF CHILDREN'S ABILITIES

IDENTIFYING INFORMATION

PUBLISHER Psychological Corporation

ADDRESS 754 Third Avenue
New York, N.Y. 10017

COPYRIGHT DATE 1970, 1972

COST $59.00 per kit

NUMBER OF LEVELS 10

NUMBER OF FORMS 1

SUBTESTS This test contains six scales: verbal, quantitative, perceptual performance, general cognitive index, memory, and motor development.

ADMINISTRATION

INDIVIDUAL OR GROUP Individual

ESTIMATED TESTING TIME Under 5 - 45 minutes; older - 60 minutes

TYPE OF ADMINISTRATOR ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS The materials and questions are gamelike and non-threatening. A wide range of behavior is sampled, and the child proceeds easily through a number of enjoyable activities.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
2-1/2 to 8-1/2 years of age

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 1632 children were used in the sample. The stratification variables used as a basis for assigning quotas of cases were: age, sex, color, geographic regions, father's occupation and urban vs rural residence

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
The contents of the tasks was designed to be suitable for both sexes as well as for children from various ethnic, regional, and socio-economic groups.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Standard scores for each of 10 age groups from 30 months to 8-1/2 years.

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: None

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlates .81 with the Stanford Binet and .62 to .71 with the WPPSI

RELIABILITY: Average reliability coefficients for the 6 scales range from .79 to .93

OTHER TECHNICAL CONSIDERATIONS: None

ADDITIONAL COMMENTS The purpose of the MSCA is to determine children's general intellectual level as well as their strengths and weaknesses in important abilities.

ASSESSMENT 71

A MANUAL FOR THE ASSESSMENT OF A "DEAF-BLIND" MULTIPLE HANDICAPPED CHILD

IDENTIFYING INFORMATION

PUBLISHER: Midwest Regional Resource Center for Services to Deaf/Blind Children

ADDRESS: P. O. Box Box 420
Lansing, Michigan 48902

COPYRIGHT DATE: Authorized for duplication

COST: Free PER: Manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: 6 developmental scales - (1) personal self-help skills (eating, dressing, washing, etc.); (2) social developmental (interaction with family, children, adults); (3) gross motor development - 24 skills from head movements to aquatics and skills; (4) fine motor development; (5) communication; (6) cognition - 9 skills (attention, memory, curiosity, etc.)

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 15 to 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Some of the tests forms need a specialist or medical report to complete them. Scales include comprehensive forms for background information, physical condition, developmental scales. The test is to be used as an informal assessment tool.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
early childhood

WHAT TYPE OF RESPONSE ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Yes (blind/deaf)

STANDARDIZATION POPULATION(S) 350 blind/deaf children

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY

Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?
No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION
Scales serve as an educational guide used under supervision for training of houseparents and para-professional aides. Used to provide opportunity to alert parents and para-professional to developmental directions, areas of particular need and an opportunity to discuss methods of training.

TECHNICAL ASPECTS

REFERENCE ☒ CRITERION ☐ NORMATIVE

VALIDITY Not available

RELIABILITY Not available

OTHER TECHNICAL CONSIDERATIONS
Adapted from developmental scales for deaf-blind children from Denver, Colorado.

ADDITIONAL COMMENTS

Checklist provides format for assessing child's abilities and then formulating programs to meet the goals desired. Very comprehensive checklist.

MATURITY LEVEL FOR SCHOOL ENTRANCE AND READING READINESS

IDENTIFYING INFORMATION

PUBLISHER American Guidance Service, Inc.

ADDRESS Publishers Building
Circle Pines, Minn. 55014

COPYRIGHT DATE 1959

COST $3.00 per 50 record forms, .50 per manual

NUMBER OF LEVELS 1

NUMBER OF FORMS 1

SUBTESTS The instrument is a checklist of behaviors or accomplishments in the areas of bodily coordination, personal independence, social cooperation, eye-hand coordination, and speech and language comprehension.

ADMINISTRATION

INDIVIDUAL OR GROUP Individual

ESTIMATED TESTING TIME 20 minutes

TYPE OF ADMINISTRATOR ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS The checklist should be completed from direct, personal observations. A parent or other adult well acquainted with the child may be consulted if necessary.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Prior to or immediately upon entrance in first grade.

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
The test is for use with children experiencing developmental lags.

STANDARDIZATION POPULATION(S) No information available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

No

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

See Considerations

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
The total score gives an index of general readiness and the score from the speech and language subscale gives a reading readiness index. Specific score totals are related to readiness recommendations.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not available

RELIABILITY: Test-retest over 5 month period ranged from .30 to .73 with a mean of .69.

OTHER TECHNICAL CONSIDERATIONS:
Differentials are found to be significant at .01 level for kindergarten and at the .05 level for first grade children.

ADDITIONAL COMMENTS

None

ASSESSMENT 73

MAXFIELD-BUCHOLZ SCALE OF SOCIAL MATURITY WITH PRE-SCHOOL

IDENTIFYING INFORMATION

PUBLISHER: American Foundation for the Blind, Inc.

ADDRESS: 15 West 16th Street
New York, New York 10011

COPYRIGHT DATE: 1958

COST: .75 PER: Manual; .10 per Record Form

NUMBER OF LEVELS: Not applicable

NUMBER OF FORMS: 1

SUBTESTS: Self-help general; self-help dressing; self-help eating; communication; socialization; locomotion and occupation.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: one hour

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Direct observation necessary. Periodic reassessment is recommended.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?

0-6 C-A

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Pre-school blind children

STANDARDIZATION POPULATION(S) 484 children, ages 0-6, most from North and Mid Atlantic states, rest from North central in vocational and educational settings for the blind.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Social quotient and C.A.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

The categories are not expected to be mutually exclusive, rather they place emphasis, developmentally speaking, on the outstanding element of a given item.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Tends to be valid on a whole scale.

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

Scale is a means of social maturation, not of intelligence

ADDITIONAL COMMENTS

Emphasis is placed on what the child habitually does in his everyday activities, rather than on what he can do.

ASSESSMENT 74

MEETING STREET SCHOOL SCREENING TEST

IDENTIFYING INFORMATION

PUBLISHER: Crippled Children and Adults of Rhode Island, Inc.

ADDRESS:
667 Waterman Avenue
East Providence, R.I. 02914

COPYRIGHT DATE: 1969

COST: $12/100 per manual and test materials

NUMBER OF LEVELS: 1

NUMBER OF FORMS: Not applicable

SUBTESTS: Motor patterning, visual perceptual-motor and language

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 15-20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The test is designed for use by educators, psychologists and physicians who wish to identify potential learning failures.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
5-0 to 7-5 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
*See Other Examinee Considerations

STANDARDIZATION POPULATION(S) 100 children representative of U.S. population

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
*For children who do not have requisite language and visual-perceptual motor control for regular school curriculum

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? No

EXPRESSED BY: High Risk or Low Risk designations

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes (Scale Scores)

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: None

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlated with ITPA = .77 and with Frostig .57

RELIABILITY: Test-retest for a two to four week period .85, Inter-rater reliability .95.

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS

None

ASSESSMENT 75

MEMPHIS COMPREHENSIVE DEVELOPMENTAL SCALE

IDENTIFYING INFORMATION

PUBLISHER: Lear Siegler, Inc./Fearson

ADDRESS: Belmont, California

COPYRIGHT DATE: 1973

COST: $1.50/set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Scale includes evaluation skills of person-social; gross motor, fine motor, language and perceptual-cognitive.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Untimed

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The test is divided into intervals of three months. Scoring is pass-fail per-skill per-month for each atea. This device is designed to determine the child's present developmental functioning by an assessment of what skills the child does and does not have within the identified scales.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
3 months to 5 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Recommended criteria for each individual skill passed is a minimum of five trials.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Raw scores, C.A. and developmental age

CAN COMPARISON BE MADE ACROSS SUBTESTS? Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
The scores should only be used as rough estimates of the child's developmental levels for purposes of gaining information about differences and needed educational treatment emphasis.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported

RELIABILITY: None reported

OTHER TECHNICAL CONSIDERATIONS: None

ADDITIONAL COMMENTS It is up to the teacher to determine how many t
a child must receive a passing score before a skill is considered mastered

METROPOLITAN READINESS TEST

IDENTIFYING INFORMATION

PUBLISHER: Harcourt-Brace-Jovonavich, Inc.

ADDRESS: 757 Third Avenue
New York, N.Y. 10017

COPYRIGHT DATE: 1969 revision

COST: $8.20 per 35 tests

NUMBER OF LEVELS: None

NUMBER OF FORMS: 2 (A & B)

SUBTESTS: Word meaning, listening, matching, alphabet, numbers, copying, total, and draw-a-man (optional)

ADMINISTRATION

INDIVIDUAL OR GROUP: Group

ESTIMATED TESTING TIME: 60 minutes in 5 sessions

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
Administration and scoring is concise. Children should be able to follow directions easily. Test should be administered at the end of kindergarten year or beginning of first grade.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Kindergarten - first grade

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 12,231 pupils in 10 states,
50% male, 50% female

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Standardization population is described in terms of age, sex, geographic location and population density of area but not racially or culturally.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED? Yes

EXPRESSED BY: Z scores, grade, median level of class with national norms are compared.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes, total battery score interpretation stressed.

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
To determine readiness for first grade and to provide teacher with information helpful in classifying pupils. The manual provides a wealth of information about administration, scoring and interpreting test.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlation with Stanford Achievement Test .76 to .78, with Metropolitan Achievement Test .70 to .72.

RELIABILITY: Split half reliability .94-.95, inter-correlation of subtests .41 to .74.

OTHER TECHNICAL CONSIDERATIONS:
Manual provides abundant information on reliability and validity.

ADDITIONAL COMMENTS The test is designed to be given at the third and sixth month of kindergarten, at the end of kindergarten and at the beginning of the first grade. Authors underplay comparison of tests to national norms, stress comparison o child's score to achievement.

MINNESOTA PRESCHOOL SCALE (MPS)

IDENTIFYING INFORMATION

PUBLISHER: American Guidance Service, Inc.

ADDRESS: Publisher's Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1938-40

COST: $43.00/complete set; $3.80 specimen set w/manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: 26 short subtests which provide an estimate of verbal and non-verbal intelligence of the child being tested.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 30 minutes or less

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Test can be used for diagnostic purposes

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
1 year 6 months to 6 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

C score or can be converted to percentile placement scores or I.Q.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Interpretation is divided into verbal, non-verbal and total scores.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Concurrent validity available

RELIABILITY: Co-efficients approximately .90 for all age levels within an age range of 6 months

OTHER TECHNICAL CONSIDERATIONS:

Score has a probability error of 2 months.

ADDITIONAL COMMENTS

Examiner should have experience in interpretation of test scores.

MISSOURI CHILDREN'S PICTURE SERIES (MCPS)

IDENTIFYING INFORMATION

PUBLISHER: The Authors

ADDRESS: P.O. Box 1031
Iowa City, Iowa 52240

COPYRIGHT DATE: 1963

COST: Approximately $22-25 per kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: None

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual and group

ESTIMATED TESTING TIME: 15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

The MCPS is intended as an objective, non-verbal, empirically derived test of personality. Test consists of 238 simple line drawings, each on a 3 x 5 card showing a child of indefinite age engaged in a variety of activities.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
5 years to 16 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 3,877 school age children, 50% male, 50% female

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
If the child is handicapped and cannot move the cards, this can be done for him. Norms are given in each area separately for boys and girls, 5% of norm group was black; some were American Indian.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Not applicable

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
The scales being measured are: conformity; masculinity-femininity; maturity; aggression; inhibition; activity level; sleep disturbance; somatization. Key sheets for scoring are included.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Being completed

RELIABILITY: Test-retest reliabilities of .33 to .91 for males; .44 to .88 for females.

OTHER TECHNICAL CONSIDERATIONS:
Spearman-Brown reliabilities varied with each scale with aggression the lowest (.33) and conformity the highest for males. Reliability for girls also varied for each scale with sleep disturbance the lowest and maturity the highest.

ADDITIONAL COMMENTS

See additional page

ADDITIONAL COMMENTS

The information as to whether or not the child thought it was fun is transferred by the teacher onto a separate profile sheet. The child taking the test is given all of the pictures and directed to put the pictures that look like fun (an activity he'd like to do) in one pile and pictures that didn't look like fun into another pile. The fun pile is cued by a colored card - he places his cards on top of it.

ASSESSMENT 79

MOTOR FREE VISUAL PERCEPTION TEST

IDENTIFYING INFORMATION

PUBLISHER: Academic Therapy Publications

ADDRESS: 1539 Fourth Street
San Rafael, California 94901

COPYRIGHT DATE: 1972

COST: $17.50/set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Visual discrimination, figure-ground, spatial relations, visual closure, visual memory.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 10 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

36 items. The mode of responding is pointing.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT x RESEARCH

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Ages 5-8.

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Unselected sample of 881 normal children ages 4-8 from 22 states. All races, SES levels and residential areas (urban, rural, etc.)

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Perceptual ages

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

1. Perceptual ages and perceptual quotients and a deviation Q to compare over ages; 2. If a child scores a PQ of 85 or less his classroom behavior is to be observed; 3. Results are not related to future or academic achievement except in terms of the changes made in classroom behavior.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Construct validity of .31 to .73 reported.

RELIABILITY: Test-retest .77 - .83; Split-half .81 - .84.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

This test can be used with non-verbal and motorically involved children.

MOVE-GROW-LEARN (Movement Skills Survey)

IDENTIFYING INFORMATION

PUBLISHER: Follett Educational Corp.

ADDRESS: 1010 W. Washington Blvd.
Chicago, Illinois 60607

COPYRIGHT DATE: 1971

COST: 3.99 PER: 100 sheets

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Eight areas of sensory motor and movement skills - coordination and rhythm, agility, flexibility, strength, speech, balance, endurance, body awareness.

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: variable

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Assessment is based on examiner's observations of the child in classroom, playground, and gymnasium activities. Children are rated on a scale from 1-5 on a variety of tasks. 1=severely impaired, 2= mildly impaired, 3=adequate, 4=good, 5=excellent.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
preschool to 3rd grade

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) not reported

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
No

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:
Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Not applicable

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Children rated 1 & 2 need considerable training in deficient skills. Children rated 3 should have training and children rated 4 & 5 could benefit from movement education.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:
This is not a standardized psychometric instrument in which developmental norms are provided at each age level.

ADDITIONAL COMMENTS Intended for use with Frostig-Maslow "Move-Grow-Learn" program. Attributes of movemcnt are evaluated by observing the child perform physical activities.

OSERETSKY TEST OF MOTOR PROFICIENCY

IDENTIFYING INFORMATION

PUBLISHER:	American Guidance Service, Inc.
ADDRESS:	Publisher's Building Circle Pines, Minnesota 55014
COPYRIGHT DATE:	1946
COST:	$35.00/set
NUMBER OF LEVELS:	1
NUMBER OF FORMS:	1
SUBTESTS:	General static coordination, dynamic coordination of the hands, general dynamic coordination, motor speed, simulataneous voluntary movements, performance without extraneous movements.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 20 - 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

The examiner pantomimes to demonstrate instructions. The test also contains manipulations.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?

4 years through 16 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

STANDARDIZATION POPULATION(S) Will be done on national sample

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Tasks presented in gradations per year.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

None

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None - will be included in revised edition

RELIABILITY: None - will be included in revised edition

OTHER TECHNICAL CONSIDERATIONS:

The test manual (1946) did not report validity or reliability data.

ADDITIONAL COMMENTS

See additional page

ADDITIONAL COMMENTS

For determining motor proficiency, the Oseretsky has proven to be a classic instrument in assessment. The 1946 edition is a translation from the Portuguese adaptation. In the near future the revised publication will be ready. The revision will consist of a short form screening device and a long form achievement device.

ASSESSMENT [illegible]2

PEABODY INDIVIDUAL ACHIEVEMENT TEST

IDENTIFYING INFORMATION

PUBLISHER: American Guidance Services, Inc.

ADDRESS: Publishers Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1970

COST: $32.00/kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Reading recognition, reading comprehension, mathematics, spelling, general information

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Each subtest takes about 20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Detailed study of manual is necessary. Administration of items is determined by the basal and ceiling scores.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Kindergarten through 12

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Regular class students from nine regions of United States

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Reading, vision, speech and gross motor (not writing) are required.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Grade equivalents, age equivalents, percentile ranks and standard scores.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Screening device obtains a quick estimate of educational performance levels.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: With WRAT, r = .58 - .95

RELIABILITY: Overall of .78 for all subtests at all levels. Total test is .89. Reading comprehension .64. Reading recognition .89.

OTHER TECHNICAL CONSIDERATIONS:

Test manual indicates that obtained score does not vary more than one standard error of measurement from true score of 67% of the time.

ADDITIONAL COMMENTS
None

ASSESSMENT 83

PEABODY PICTURE VOCABULARY TEST

IDENTIFYING INFORMATION

PUBLISHER: American Guidance Service, Inc.

ADDRESS: Publishers' Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1965

COST: $3.65 per 50 Individual Forms

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2 (A & B)

SUBTESTS: None

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual for children under 9 years.
Group test over 9 years.

ESTIMATED TESTING TIME: 15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Quiet room. Scoring is the total number of correct responses. Extensive preparation is not needed for administration. Scoring is completely objective and accomplished in five to ten minutes.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
2.5 years to 18 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) White children from ages 2-18 residing in and around the Nashville, Tenn. area were included in the final standardization group.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
If an oral or pointing response is not possible, the child can respond by a head shake or other coded message such as raising the eyelids.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Percentile scores, M.A. and I.Q.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Not applicable

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Norms restricted to Nashville, Tennessee populations.
I.Q. of students provided a composite normal probability curve.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: With Stanford-Binet and WISC, r = .82 to .86

RELIABILITY: From A to B, r = .67 for 6 year level, .84 for 17 and year level

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS The test has a number of advantages: it has high interest value and therefore is a good rapport establisher; it is untimed and thus a power rather than a speed test; no oral responses are required; and alternate forms of the test are provided.

PERFORMANCE GOALS RECORD

IDENTIFYING INFORMATION

PUBLISHER:	John Day Co., New York
ADDRESS:	Conklin Book Center P.O. Box 5555 Binghamton, New York 13902
COPYRIGHT DATE:	1972
COST:	$ 2.50 per copy
NUMBER OF LEVELS:	1
NUMBER OF FORMS:	1
SUBTESTS:	Physical, emotional, social, intellectual, and aesthetic growth

ADMINISTRATION

INDIVIDUAL OR GROUP:	Individual
ESTIMATED TESTING TIME:	Varies

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

There are 1336 sequential tasks that the teacher marks to obtain the child's level of accomplishment. As a complete record the teacher notes the first time the behavior is exhibited and the circumstances surrounding it.

Entries are made quarterly to assess the progress of the child in each of the five areas.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT ☒ Programming

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Not specified

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Yes

STANDARDIZATION POPULATION(S) Not given

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

Record shall be shared with the child and his parents to provide reinforcement and motivation.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

Chronological age

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

See additional page

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

This record is a system for recording progress of handicapped children.

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Sequences of the record are those presented by Gesell, Peaget, Castner, League, Lowenfeld, Kirk, and Von Riper.
Although grade levels are given emphasis is on individual goals and behaviors.
Test is interpreted only in terms of progress made between each of the four testing periods.

PICTURE STORY LANGUAGE TEST

IDENTIFYING INFORMATION

PUBLISHER: Grune & Stratton, Inc.

ADDRESS: 361 Park Avenue South
New York, N.Y. 10016

COPYRIGHT DATE: 1965

COST: $12.25 per record forms and pictures; $8.50 per manual.

NUMBER OF LEVELS: Not applicable

NUMBER OF FORMS: Not applicable

SUBTESTS: There are three scales on this test: Productivity, Syntax and Abstract-Concrete.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual and group

ESTIMATED TESTING TIME: 20 to 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
Interpretation of test should be approached with caution due to the lack of validation studies performed to date.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Age 7 and older

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Language disability

STANDARDIZATION POPULATION(S) 747 public school children

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
This test is useful in establishing developmental levels in normal children and in diagnosing language disabilities.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes, developmental level.

EXPRESSED BY:

Total words, total sentences, words per sentence.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Five scores can be obtained with which intra-individual comparisons can be made regarding the child's syntax, productivity and abstract-concrete written language abilities.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported

RELIABILITY: Test-retest .38 to .84 words per sentence and .52 to .92 on the syntax scale.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

This test provides a scale for quantifying a child's facility with the written word.

PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE

IDENTIFYING INFORMATION

PUBLISHER: Counselor Recordings and Tests

ADDRESS: Box 6184, Acklen Station
Nashville, Tennessee 37213

COPYRIGHT DATE: 1969

COST: $2.25/set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: 80 declarative statements worded to indicate a positive self-concept and slightly more than half to indicate a negative self-concept.

ADMINISTRATION

INDIVIDUAL OR GROUP: Group or individual

ESTIMATED TESTING TIME: 15-20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: None

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Grades 3-12

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 1,183 children in grades 4-12 in Pennsylvania

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:
Percentiles and stanines

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

None

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlates with instruments of similar design in the mid sixties. Teacher validity coefficient in the 40's.

RELIABILITY: Retest scores range from .71 to .77

OTHER TECHNICAL CONSIDERATIONS: None

ADDITIONAL COMMENTS

Scores increase slightly with retesting.

PORTAGE PROJECT

IDENTIFYING INFORMATION

PUBLISHER: Cooperative Educational Service Agency No. 12

ADDRESS: Portage, Wisconsin 53901

COPYRIGHT DATE: Revised 1975.

COST: $32.00/kit

NUMBER OF LEVELS: Not applicable

NUMBER OF FORMS: Not applicable

SUBTESTS: Cognitive, self help, motor, language and socialization

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Not applicable

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Administered in child's home with parents serving as teachers. Flexibility in administration is stressed since individual behavior is assessed. Each child has own checklist, but card file can be kept for many children. This device may be used in a classroom.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Birth - 5 years (mental age)
WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No, see Examinee Considerations
STANDARDIZATION POPULATION(S) See Examinee Considerations

ARE THERE OTHER EXAMINEE CONSIDERATIONS? Children used in standardization population included a variety of handicapping conditions, including mental retardation, physical handicaps, speech & language deficits, behavior problems, visual impairments, learning impairments and cultural deprivati

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Years

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Each skill is referenced to a file card which describes how to teach that skill required. Each skill has been task analyzed.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: None reported

RELIABILITY: None reported

OTHER TECHNICAL CONSIDERATIONS: This checklist was developed by identifying behaviors from a variety of pre-school developmental scales and tests including Alpern-Boll Developmental Skills Age Inventory, Cattell Infant Intelligence Scal Peabody Picture Vocabulary Test, Vineland Social Maturity Scale, Sheridan Scale, Gesell, Slossen Intelligence Test, P.A.C., Preschool Attainment Record and Stanford-Binet Intelligence Scale.

ADDITIONAL COMMENTS

The purpose of the Portgage Project is to serve as a guide to assess a child's present behavior in order to plan realistic goals that lead to additional skills

ASSESSMENT 88

PRELIMINARY PROFILE

IDENTIFYING INFORMATION

PUBLISHER: Science Research Associates, Inc.

ADDRESS: 259 E. Erie Street
Chicago, Ill. 60611

COPYRIGHT DATE: 1966

COST: $11.00 per kit (25 profiles)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: There are 6 sections - self-care; classroom management; skill development; language development; previous experience; notes to the teacher.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Parents fill out profile at time of child's entrance into school and again at end of first year providing a summary of progress. Teacher can administer to single parent or group.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Pre-nursery or kindergarten

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Not given

ARE THERE OTHER EXAMINEE CONSIDERATIONS? All items are simple and non-threatening to parents. Use of terms "rarely", "often" and "not yet" to describe child's behaviors so that parents are encouraged to answer accurately."Skill development" section and "Previous experience" section allow description of child's environment which may affect his present state of development.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes - graphically on profile

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Several items are based on Gesell's developmental research. This profile provides information on the child and is a convenient forum for discussion between parent and teacher.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:
The test is based on normative information derived from Gesell and pre-primary teachers, but no norms given.

ADDITIONAL COMMENTS To provide a ready basis for an understanding of each child's developmental level at a time when the child is an unknown quantity to the school. The Profile becomes a permanent part of child's record which can become valuable information for future teachers.

PRE-SCHOOL ATTAINMENT RECORD, RESEARCH EDITION

IDENTIFYING INFORMATION

PUBLISHER: American Guidance Services, Inc.

ADDRESS: Publishers Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1966-67

COST: $1.50/set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Physical, social, mental and language attainment of children - 6 months to 7 years. Eight areas of attainment are measured. They are:

1. Ambulation
2. Manipulation
3. Rapport
4. Communication
5. Responsibility
6. Information
7. Ideation
8. Creativity

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 30 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

A respondent procedure is used. Any adult closely associated with the child can administer the P.A.R. Instructions for administration and scoring are clear and easy to interpret.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Pre school to third grade

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
All handicapped populations

STANDARDIZATION POPULATION(S) Not standardized

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Attainment age

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
The procedure of using precise numerical scoring may be open to criticism because of the possibility of subjectivity of the adult's report on the child and the impreciseness of the behavior measures.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:
The Placement of items has been determined in large measure by information already available regarding the developmental maturation of the preschool years.

ADDITIONAL COMMENTS Should prove useful in evaluating the developmental strengths and weaknesses of young children with physical, emotional or cultual develo ment difficulties. The scale was developed for use in determining the developmental levels of children for whom intelligence tests are not appropriate.

THE PRESCHOOL SCREENING SURVEY

IDENTIFYING INFORMATION

PUBLISHER: The Clifford W. Beers Guidance Clinic

ADDRESS:
1 State Street
New Haven, Conn. 06560

COPYRIGHT DATE: No copyright

COST: $1.00 Stimuli Pictures; $2.00 per set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Developmental levels include six areas: language-cognition; visual/motor conceptualization; numbers; digit span and gross motor.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Approximately 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Once trained to administer, or having read instructions carefully, administration of test should take approximately 30 minutes.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
3 to 6 years and 5 to 6 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) None available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:
Age norm 3-5 to 5-6 year olds. Classifies children by high risk, average risk andready for first grade.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

45 items of the survey are objectively scored.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported

RELIABILITY: Split half reliability for each area is reported as .84, .82, .68, .82, .82 respectively for subtests of this descriptor sheet of subte

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

See additional page

ADDITIONAL COMMENTS

A screening device which is designed not to label, but rather to estimate child's level of "learning preparedness". Instructions are detailed, but explicit to ease administration within a testing milieu. A video tape is available for administrative considerations. (The directors would like feeback on usefulness of screening device.)

ASSESSMENT 91

PRESCHOOL LANGUAGE SCALE

IDENTIFYING INFORMATION

PUBLISHER: Charles E. Merril Publishing Co.

ADDRESS: Columbus, Ohio

COPYRIGHT DATE: 1969

COST: $4.95 per set of pictures, record booklet and manual
$3.95 per 10 record booklets

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Auditory comprehension, verbal ability and articulation

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

The PCS was designed for use by specialists in early childhood education. The test can yield a pattern of strengths and weaknesses of the child in the areas of conceptual and auditory abilities.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
2 to 6 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Language disabled

STANDARDIZATION POPULATION(S) Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Tasks are based on a developmental sequence with one year intervals.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Auditory comprehension age and verbal ability age.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

For each item on the test scores are recorded on a checklist for comprehension and verbal ability.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported

RELIABILITY: None reported

OTHER TECHNICAL CONSIDERATIONS:
The P.L.S. is a compilation of items from many traditionally used tests recognized to fit the purpose of the scale. This scale is still in an experiemental stage.

ADDITIONAL COMMENTS

The scale is considered by its authors not to be a test but an evaluation instrument.

PRIMARY ACADEMIC SENTIMENT SCALE

IDENTIFYING INFORMATION

PUBLISHER: Priority Innovations, Inc.

ADDRESS:
P.O. Box 792
Skokie, Illinois 60076

COPYRIGHT DATE: 1968

COST: $20.00 per set of 35 tests, scoring sheets and one manual
$2.50 per specimen set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: 38 items request information on the child's preferred activities, attitudes and behaviors.

ADMINISTRATION

INDIVIDUAL OR GROUP: Group

ESTIMATED TESTING TIME: 50 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Special instructions for the educationally disadvanted are provided.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Ages 4-4 to 7-3

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 480 preschool, kindergarten and first grade children living in suburban Chicago

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Age quotient norms are available for the sentiment scale and age stanine norms for the dependency scales.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Subscores are broken down into sentiment and dependency scales.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Kindergarten reliability of .58

OTHER TECHNICAL CONSIDERATIONS:
Data has shown a significant difference between "high" and "low" groups on both the Sentiment scale and Dependency scale when compared to teachers' ranking of their students along an academic interest dimension.

ADDITIONAL COMMENTS The scale measures motivation for learning and relative level of maturity and parental independence in the child.

ASSESSMENT 93

PRIMARY SELF-CONCEPT INVENTORY

IDENTIFYING INFORMATION

PUBLISHER: Learning Concepts, Inc.

ADDRESS: 2501 North Lamar
Austin, TX 78705

COPYRIGHT DATE: 1973

COST: $4.95 PER: Technical report; $2.95 PER: Test Manual.

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2 (Spanish/English)

SUBTESTS: Twenty pictorial stimuli designed to measure six factors in three domains of self concept, the ten scores which can be derived are: personal self (physical size, emotional state, total), social self (peer acceptance, helpfulness, total), intellectual self (success, student self, total).

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 15 - 30 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Test can be used for screening and/or diagnostic purposes. Two forms of the test are available, Spanish and English.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Kindergarten - 4th grade

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 2085 Anglo and Chicano children, K-6 grade residing in New Mexico and Colorado.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY: Grade equivalents

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: Comparisons of subtest scores can be performed by comparing to sex, age and ethnic group norms and by across subtest analysis.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Construct and content validity is reported in matrix form in the technical manual.

RELIABILITY: Test - retest correlation coeficients r = .57 and r = .91

OTHER TECHNICAL CONSIDERATIONS: Reliability and validity data has been collected on Blacks, Mexican-American, American Indians, and Anglo-American children.

ADDITIONAL COMMENTS This instrument can be used as a pre/post test for program evaluation and as a screening instrument to identify children with potentially low self-concept.

ASSESSMENT 94

PUPIL RECORD OF EDUCATION BEHAVIOR
(PREB)

IDENTIFYING INFORMATION

PUBLISHER: Teaching Resources

ADDRESS: 100 Boylston Street
Boston, Massachusetts 02116

COPYRIGHT DATE: 1971

COST: $68.00 per Spanish; $58.00 per English

NUMBER OF LEVELS: None

NUMBER OF FORMS: 1

SUBTESTS: Profiles a student's performance over a wide range of developmental skills including coordination in both gross and fine motor skills, visual motor integration, auditory and visual perception and higher cognitive functions related to association, generalization, problem solving, language development and mathematical concepts.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 30 minutes to 2 hours (in one to three sessions)

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

1. Aids in early identification of child's strength and weakness.
2. Test is used for diagnostic purposes.
3. Spanish and English administration forms are available.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Preschool through upper primary

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Test is of task analysis rather than written form.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

Developmental progression of skills that indicate strengths and weaknesses in a developmental continuum.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

The child is not compared to other children.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: None reported

RELIABILITY: None reported

OTHER TECHNICAL CONSIDERATIONS: None

ADDITIONAL COMMENTS This test is not designed to be used as a basis for placement of children in special classes. It is useful to indicate possible difficulties and lead to further in-depth evaluations.

ASSESSMENT 95

PURDUE PERCEPTUAL MOTOR SURVEY

IDENTIFYING INFORMATION

PUBLISHER: Merrill Publishing Company

ADDRESS: 1300 Alum Creek Drive
Columbus, Ohio 43216

COPYRIGHT DATE: 1966

COST: $10.00 per Manual and 25 record forms

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Balance and Posture, Body Image and Differentiation, Perceptual Motor Match, Ocular Control and Form Perception

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 60 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Some materials are needed. Scoring is somewhat subjective, but easy to interpret. Administration requires a thorough review of manual.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Ages 6-10

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No, but is quite often used with children exhibiting learning disabilities.

STANDARDIZATION POPULATION(S) 97 non-achiever children matched with equal number of normal children from varying ages, grades and S.E.S.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Requires ability to understand follow directions, subject must be ambulatory. Purpose of test is to observe perceptual-motor behaviors and ot isolate areas which may need further study.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes, qualitatively within the five perceptual-motor areas and between areas as to total perceptual-motor development.

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Qualitative scale which designates areas for remediation.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Concurrent validity .654 with teacher ratings.

RELIABILITY: Test-retest is .95 (N=30)

OTHER TECHNICAL CONSIDERATIONS:
Factor analysis shows lack of stability of traits measured through 4th grade.

ADDITIONAL COMMENTS Should be considered a survey of several types of skills rather than a test. Focuses primarily with motor skills as they relate to perceptual development.

ASSESSMENT 96

PROGRESS ASSESSMENT CHARTS OF SOCIAL DEVELOPMENT FORM I (THIRD EDITION) AND FORM II (SECOND EDITION)

IDENTIFYING INFORMATION

PUBLISHER: N.A.M.H.

ADDRESS: 39 Queen Anne St., W.1
London, England

COPYRIGHT DATE: 62-69

COST: 1 Pound per 25 charts; 1.12-1/2 Pounds per manual; 1.62-1/2 Pounds per 5 norms.

NUMBER OF LEVELS: 3

NUMBER OF FORMS: 3: Primary P.A.C. - Profoundly handicapped; Form 1 - For children unsuitable for education at school; Form 2 - For older mentally handicapped trainees

SUBTESTS: Subsections: Self help, communication, socialization and occupation. Each subsection is broken down to 5 sub areas.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 10 - 20 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Consists of 120 items which are marked as present or absent.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
T.M.R.

STANDARDIZATION POPULATION(S) Not applicable

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
An inventory used to identify weak or underdeveloped social skills of profoundly mentally retarded and trainable mentally retarded children and adults.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: Comparison of positive behavior exhibited in each of the subsections can be made in determining where the child's strengths and weaknesses reside in the four social areas. The chart administration forms contains, also, a Personality Record in which the teacher ranks the child on a scale from 1 to 4 in eleven behavior categories.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None available

RELIABILITY: No data on reliability

OTHER TECHNICAL CONSIDERATIONS:

The items which comprise the chart can be found in well known standardized assessment procedures.

ADDITIONAL COMMENTS The visual summary of the PAC charts is a series of concentric circles with lowest behavior falling toward the middle and the more advanced behavior toward the outer circle. The circle is divided into four quadrants, one for each subsection.

ASSESSMENT 97

PSYCHOEDUCATIONAL EDUCATION OF THE PRE-SCHOOL CHILD
(HAUSERMAN APPROACH)

IDENTIFYING INFORMATION

PUBLISHER: Grune & Stratton

ADDRESS: 757 Third Avenue
New York, N.Y. 10017

COPYRIGHT DATE: 1972

COST: Book $15.75/$17.50 per kit

NUMBER OF LEVELS: 1 - preschool

NUMBER OF FORMS: 1

SUBTESTS: 41 test items in 5 skills areas:

1. Physical functioning and sensory status
2. Perceptual
3. Competence in learning for short term retention
4. Language competence
5. Cognitive functioning

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Will vary with circumstances - may be done in one lesson or spread out

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: The test items are arranged in ascending order of difficulty. "Probes" are administered when the child has difficulty with the Main Item testing a skill - it permits both lateral and downward modification of the Main Item.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Any child functioning at a preschool level

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Helpful to use with children who are difficult to test with standard tests.

STANDARDIZATION POPULATION(S) None available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

A non-verbal test except for portions of short-term retention and language competence.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

[illegible]e and grade norms

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

The range of the 41 items corresponds to psychoeducational expectations of 3-6 year olds. Also the five main sections are arranged in a developmental sequence. Certain non-accomplishments are indicated as distress signals requiring other professional consultation.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: None available

RELIABILITY: None available

OTHER TECHNICAL CONSIDERATIONS: None

ADDITIONAL COMMENTS At the end of the test manual are the test manual patterns. The purpose of the Psychoeducational Evaluation of the Preschool Child is to determine the child's functioning level in each of the five areas designated by the test.

ASSESSMENT 98

RAPID DEVELOPMENTAL SCREENING CHECKLIST

IDENTIFYING INFORMATION

PUBLISHER: American Academy of Pediatrics
Chapter 3, District II
ADDRESS: New York, N.Y.

COPYRIGHT DATE: 1972

COST: None

NUMBER OF LEVELS: Checklist

NUMBER OF FORMS: 1

SUBTESTS: None

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 10 to 15 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
Developmental behaviors are checked "yes" as being present, "no" as not present. Direct observation of child by administrator.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
One month to five years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Adjustment for prematurity, prior to two years, by subtracting the term of prematurity from the age of the child.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Chronological age level

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Forty developmental landmarks are presented for use in determining developmental strengths and weaknesses of child.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported

RELIABILITY: None reported

OTHER TECHNICAL CONSIDERATIONS:

Norms are presently being established more completely.

ADDITIONAL COMMENTS

Designed for use by physician or aide but can be used by teachers or other significant persons in the child's environment.

RILEY PRESCHOOL DEVELOPMENTAL SCREENING INVENTORY

IDENTIFYING INFORMATION

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Boulevard
Los Angeles, California 90025

COPYRIGHT DATE: 1969

COST: $7.50/kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Design, make-a-boy (girl)

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 3 to 10 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

The test materials and manual are very easy to use and understand.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
3 to 5 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 600 children from low income population in Los Angles County

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

Clinic judgements based on chronological ages at which norm group performed.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Marks are given for number of attributes drawn (boy or girl), the number of marks can then be compared to other children's scores at the same age level.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported in manual

RELIABILITY: None reported in manual

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS The test has been used most extensively with Head Start children in obtaining the level of maturity at which the child is functioning.

ASSESSMENT 100

RING AND PEG TESTS OF BEHAVIORAL DEVELOPMENT, REVISED EDITION

IDENTIFYING INFORMATION

PUBLISHER: Psychometric Affiliates

ADDRESS: Chicago Plaza
Brookport, Ill. 62910

COPYRIGHT DATE: 1964

COST: $15.00/kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Ambulative, manipulative, communicative, social adaptive, emotional development

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 20 to 50 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ ~~DIAGNOSTICIAN~~ Doctor

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
Alternatives for each item are given so that the scale may be administered by other adults familiar with the child.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Birth to 6 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Unstandardized

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
A compact test with limited numbers of materials available for the child to exhibit abilities.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Age scale and point scale scores

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

A profile can be developed for the child across the five behavioral categories of the test.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlation with Stanford-Binet for five year olds was .89. Concurrent validity .73 to .89 between ages and Cattell Infant Intelligence scale.

RELIABILITY: Split-half reliability .95 or higher.

OTHER TECHNICAL CONSIDERATIONS:

The device should be used as an experimental scale due to its lack of standardization data.

ADDITIONAL COMMENTS

None

ASSESSMENT 101

SCHOOL READINESS CHECKLIST - READY OR NOT?

IDENTIFYING INFORMATION

PUBLISHER: Research Concepts, Division of Test Makers, Inc.

ADDRESS: 1368 East Airport Road
Muskegan, Michigan 49444

COPYRIGHT DATE: 1968

COST: $1.50 per 10 copies; $3.95 per manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Age and physical develpopment, general motor adeptness, memory and attention span, comprehension and reasoning, visual-perceptual skills, general knowledge and general emotional-social maturity.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: At parent's leisure

TYPE OF ADMINISTRATOR: ☒ PARENT ☐ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Should take minutes or less for parents to complete.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Before school entry

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

Readiness reasonably assured, readiness very probable, readiness questionable, readiness doubtful, readiness unlikely

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Not applicable

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Grade or development is not specifically stated but evaluation can be made on the basis of predicted readiness.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Predicted 59% of children who had difficulty in kindergarten as judged by teachers.

RELIABILITY: None reported

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS The checklist is a short questionnaire for parents. It contains 43 items requiring a "yes" or "no" response.

ASSESSMENT 102

SCHOOL READINESS SURVEY

IDENTIFYING INFORMATION

PUBLISHER: Consulting Psychologists Press, Inc.

ADDRESS: 577 College Avenue
Palo Alta, California 94306

COPYRIGHT DATE: 1973

COST: .75¢ per specimen set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Number concepts, discrimination of form, color naming, symbol matching, speaking vocabulary, listening vocabulary, general information, general readiness checklist

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 20 to 30 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☐ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
The parent of the child being tested administers and scores the school readiness screening test.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Pre kindergarten, 4 to 6 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 842 children in California

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

Percentile right, scores in terms of ready for school, borderline readiness, needs to develop

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Parents tended to score their children 2-5 points higher than did teachers

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: .40 for girls and .38 for boys with teacher ratings

RELIABILITY: Test-retest from June-October r = .79.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS The test booklet contains suggested remedial exercises that parents can use to help their children become more ready for school.

ASSESSMENT 103

SRA PRIMARY MENTAL ABILITIES TEST (K-1)

IDENTIFYING INFORMATION

PUBLISHER: Science Research Assoc., Inc.

ADDRESS: Chicago, Ill. 60611

COPYRIGHT DATE: 1974

COST: $10.50 per package

NUMBER OF LEVELS: Kindergarten and first grades

NUMBER OF FORMS: 4 copies, one form

SUBTESTS: Verbal meaning, perceptual speed, number facility, auditory discrimination, spatial relations, total

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual or group

ESTIMATED TESTING TIME: 60 to 75 minutes in two sessions

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
It is preferred that the test be given in two sessions. Teacher should be prepared and practice administration before giving. There should be an assistant available when giving the test, if possible.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Kindergarten through first grade

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) See Other Examinee Considerations

ARE THERE OTHER EXAMINEE CONSIDERATIONS? Restandardized in Chicago in early 1970's; finalized in 1973-74. Conducted in Spring 1974 using Level 1 STEA (done in Ark., Calif., Ill., Mo., Fla., Mass, Ohio, Okla., with 650 kindergarten and 834 first graders from minority and non-minority groups.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Not specifically

EXPRESSED BY:
Above grade level, average, below

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

The total scores should not be stressed. The chart is broken down into beginning, middle, and end of school year accomplishment levels.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Comparisons by subtests located in the manual

RELIABILITY Test-retest reliabilities ranged from .46 to .75 kindergarten; .28-.85 first grade.

OTHER TECHNICAL CONSIDERATIONS:
Validity charts are given for predictive concurrent validity and construct validity in the manual.

ADDITIONAL COMMENTS The purpose of the test is to determine the specific areas of strength and weaknesses of specific mental abilities, to identify special needs, and to help in preparing for classroom materials.

SCREENING TEST FOR ACADEMIC READINESS

IDENTIFYING INFORMATION

PUBLISHER:	Priority Innovations, Inc.
ADDRESS:	P.O. Box 792 Skokie, Ill. 60076
COPYRIGHT DATE:	1966
COST:	$20.00/35 sets of test and record forms, and manual $2.50/specimen set
NUMBER OF LEVELS:	1
NUMBER OF FORMS:	1
SUBTESTS:	Subscores are: Picture vocabulary, letters, copying, picture description, human figure drawing, relationships and numbers

ADMINISTRATION

INDIVIDUAL OR GROUP: Group

ESTIMATED TESTING TIME: One hour

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

No training is needed to give the test. A second or third person has been recommended to assist with the administration when the group exceeds 20.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Ages 4 to 6 years 5 months

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 4,000 first graders and kindergarteners representative of varying geographical, urban, suburban, cultural and rural backgrounds

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:
Scores may be converted to deviation I.Q. norms.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

1. Age norms for the subtests are available.
2. A formula for prorating the raw scores for the educationally disadvantaged is provided.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Highly related to I.Q. scores

RELIABILITY: No reliability data reported for subtests

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS This test is designed to discriminate between those preschoolers aged 4 to 6 who would be acceptable for early admission to formal schooling and those who would not.

ASSESSMENT 105

THE SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGE

IDENTIFYING INFORMATION

PUBLISHER: Learning Concepts

ADDRESS: 2501 North Lamar
Austin, Tecas 78705

COPYRIGHT DATE: 1973

COST: $3.75 per Specimen Set (Manual and Booklet)

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: None

ADMINISTRATION

INDIVIDUAL OR GROUP: Group

ESTIMATED TESTING TIME: 5 to 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Speech specialists and diagnosticians are the only personnel who can administer the device. Spanish and English administration directions are provided in the manual.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
3 to 7 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Bilingual, mentally retarded and hearing, articulation and language disorde

STANDARDIZATION POPULATION(S) Mixed ethnic (Texas)

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Child need not be verbal to demonstrate listening competency.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:
Percentile cutoff score

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Information not given

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

If the child falls below the cutoff score he should then be given the Auditory Test for Language for determination of specific auditory deficiencies.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None reported - to be used as a screening test.

RELIABILITY: Test-retest - one to three weeks, r = .60

OTHER TECHNICAL CONSIDERATIONS:

This test was taken from 25 items of the Test for Auditory Comprehension of Language.

ADDITIONAL COMMENTS

None

ASSESSMENT 106

SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENT

IDENTIFYING INFORMATION

PUBLISHER: Priority Innovations, Inc.

ADDRESS: P.O. Box 792
Skokie, IL 60076

COPYRIGHT DATE: 1968

COST: $2.50 PER: Specimen Set; $20.00 PER: Set of 35 tests and scoring sheets, cards, and manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Visual memory, auditory memory, visual copying, visual discrimination, and total.

ADMINISTRATION

INDIVIDUAL OR GROUP: group

ESTIMATED TESTING TIME: 1 hour

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Special instructions for testing the educationally disadvantaged are provided.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Ages 4-6 to 6-5

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Not reported

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY: Level of developmental skills attainment. The total raw score can be converted to a deviation I.Q.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: Comparison of obtained scores, level of performance, within test can be made. Author suggests that certain skills within subtests can be considered essential for learning and used as indicative of potential academic success.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☒ NORMATIVE

VALIDITY: Not available

RELIABILITY: Not available

OTHER TECHNICAL CONSIDERATIONS: The test may be used to analyze group differences in development and differences in the skills of an individual child.

ADDITIONAL COMMENTS Though the instrument is described as a screening test for the assignment of remedial treatments, the manual does not indicate how individ child performance on the test contributes to decisions regarding choice of instructional methods.

ASSESSMENT 107

SEQUENCED INVENTORY OF COMMUNICATION DEVELOPMENT

IDENTIFYING INFORMATION

PUBLISHER: University of Washington Press

ADDRESS: Seattle, Washington 98105

COPYRIGHT DATE: 1975

COST: $95.00/kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Expressive (includes imitation, initiating and responding); Expressive (includes length and grammatic and syntactic structures of verbal output); and Articulation

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 30 minutes to one hour

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
The kit contains many manipulable objects to aid obtaining an optimum amount of information from the child.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Norms for four months to 48 months of age

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No, but it is used with multiply handicapped

STANDARDIZATION POPULATION(S) Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Percent of maturity at four month chronological levels

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes, in test profile

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

None

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Based on communication model standardizations of 252 Caucasian children from high, middle and low social classes

RELIABILITY: Test-retest and scoring exceeded .90

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

None

ASSESSMENT 108

SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS

IDENTIFYING INFORMATION

PUBLISHER: Slosson Educational Publication, Inc.

ADDRESS: 740 Pine Street
East Aurora, NY 14052

COPYRIGHT DATE: 1963

COST: $5.00 PER: Kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Oral Reading Test (SORT) is included in manual.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 10 - 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Heavy emphasis on language skills.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT ☒ INTELLIGENCE

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
One month and over

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Children and adults from rural and urban opulations of New York state. Age, sex, socio-economic and ethnic characteristics not reported.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Special considerations for testing handicapped are included in the manual.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:

Ratio I.Q. provided.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION.
Standard error of measurement is 4.3

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: High, but confusing when correlated withother tests, e.g., Wechsler Full Scale I.Q.

RELIABILITY: Test-retest, coefficient of .97 was obtained (2 month interval) on 139 subjects from age 4-50 years.

OTHER TECHNICAL CONSIDERATIONS:
Useful as a quick screening instrument for both children and adults.

ADDITIONAL COMMENTS Many consider the S.I.T. to be representative of a "short form" Stanford-Binet. Ease and speed of administration and scoring are its strengths.

ASSESSMENT 109

SOUTHERN CALIFORNIA FIGURE GROUND VISUAL PERCEPTION TEST

IDENTIFYING INFORMATION

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Blvd.
Los Angeles, California

COPYRIGHT DATE: 1966

COST: $15.00 PER: Kit

NUMBER OF LEVELS: Not applicable

NUMBER OF FORMS: 1

SUBTESTS: Visual perception of a foreground figure on a rival background.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 5-20 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Timing variable confusing

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
4-10 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Designed to assess visual perception

STANDARDIZATION POPULATION(S) selected to be appreciative of the socio-economic levels of metropolitan Los Angeles. Not told specific characteristic of population

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY: Age levels, standard scores

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
No statistics indicating I.W. distribution of sample; not all neurological disorders show dysfunction on the figure-ground perceptual test.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not clearly described in the manual

RELIABILITY: Retest correlations ranged from .37 to .52 after one week.

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS

Reliability is subject to serious question.

SPRIGLE SCHOOL READINESS SCREENING TEST

IDENTIFYING INFORMATION

PUBLISHER: Learning to Learn School, Inc.

ADDRESS: 1936 San Marco Blvd.
Jacksonville, FL 32207

COPYRIGHT DATE: 1965

COST: $18.00 PER: Set of testing materials

NUMBER OF LEVELS: Not applicable

NUMBER OF FORMS: 1

SUBTESTS: None

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 12 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
The diagnostician uses the test in an interview format to gain information about the child from his parents.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
4-6 to 6-9 years of age
WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 575 children randomly selected from kindergarten and day care centers, homes, lower middle and middle class
ARE THERE OTHER EXAMINEE CONSIDERATIONS? children were included.

The test is limited for distribution to psychologists and physicians.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
Below average, average or accelerated performance.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Inter-items analysis can yield a picture of the child's functioning in the areas of verbal comprehension, awareness of size relationships, visual discrimination, reasoning ability, understanding numbers, comprehension of analogies, information background and spatial relationships.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlation with Stanford-Binet at all age levels .95

RELIABILITY: Test-retest on 30 children after one week r = .96

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS

The child's level of school readiness can be derived from test scores by not ready, above average and readiness skills highly developed categories.

ASSESSMENT 111

STANFORD EARLY SCHOOL ACHIEVEMENT TEST: LEVEL 1

IDENTIFYING INFORMATION

PUBLISHER: Harcourt Brace Jovanovich, Inc.

ADDRESS: 757 Third Ave.
New York, NY 10017

COPYRIGHT DATE: 1969 - 70

COST: $9.00 PER: 35 tests

NUMBER OF LEVELS: 2

NUMBER OF FORMS: 1 for each level

SUBTESTS: The environment, mathmatics, letters & sounds, aural comprehension, word reading and sentence reading.

ADMINISTRATION

INDIVIDUAL OR GROUP: Group

ESTIMATED TESTING TIME: 90 minutes in five sessions

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
The test is administered in 5 sessions for level 1 and 7 sessions for level 2. The administration handbook is clear and concise.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Pre-kindergarten and end of kindergarten

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 8000 kindergarten, 11000 1st graders sampled from across the country and over various populations and socio-economic levels.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:
Total score and subscore stanines and percentile norms are available.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
The teacher can organize test results (profile) given interpretation procedures to indicate strengths & weaknesses of children and determine potential subgroupings for instructional purposes.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Environment, mathematics and aural comprehension correlate .65, .71 & .67 respectively with the Otis Lennon Mental Abilities Test.

RELIABILITY: Split Half Reliabilities = range from .76 to .89 on individual subtests.

OTHER TECHNICAL CONSIDERATIONS:
Item analysis and item difficulty tables are given in the manual of instructions.

ADDITIONAL COMMENTS This test measures cognitive abilities upon entrance into kindergarten, at the end of kindergarten, or upon entrance into the first grade. A guide to more effective class instruction is provided to suggest topics for discussion which can strengthen the class 'weak' points.

THE TARC ASSESSMENT SYSTEM

IDENTIFYING INFORMATION

PUBLISHER: H & H Enterprises, Inc.

ADDRESS: P.O. Box 3342
Lawrence, Kansas 66044

COPYRIGHT DATE: 1975

COST: $5.95 PER: Manual, 10 Assessment Forms

NUMBER OF LEVELS: Not applicable

NUMBER OF FORMS: 1

SUBTESTS: Self-help: motor; communication; social

ADMINISTRATION

INDIVIDUAL OR GROUP: Both

ESTIMATED TESTING TIME: 15-30 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
Stresses the observation of the behavioral characteristics of the child.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Ages 3-16

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Severely handicapped, young children only

STANDARDIZATION POPULATION(S) 283 severely mentally retarded children ages 6-16 of an institutional population

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
Standard scores

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
A profile sheet is included in assessment packet for plotting of individual subtest scores and for comparison across subtests.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Test-retest proved .80 or greater

OTHER TECHNICAL CONSIDERATIONS:
Standardized reliability is up to 18 months.

ADDITIONAL COMMENTS

Child must be observed a minimum of 3 weeks in group or class setting.

ASSESSMENT 113

TEMPLIN-DARLEY TEST OF ARTICULATION

IDENTIFYING INFORMATION

PUBLISHER: Bureau of Educational Research and Service

ADDRESS: University of Iowa
Iowa City, Iowa 52240

COPYRIGHT DATE: 1960-69

COST: $5.00 PER: Set

NUMBER OF LEVELS: Not applicable

NUMBER OF FORMS: 1

SUBTESTS: Provides speech pathologist with a means of sampling an individual's habitual and optimum phoneme productions.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual or group

ESTIMATED TESTING TIME: 5-15 minutes (screening), 20-40 minutes (diagnostic)

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Response scored right or wrong

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Pre-school and over

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Speech

STANDARDIZATION POPULATION(S) children three to eight years old, 30 females, 30 males from upper and lower socio-economic groups.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Test requires language and vision

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
13 raw scores can be computed, each indicating a category of phoneme unit

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Extremely useful of the measure of phoneme acquisition of obtained raw scores which may be compared with normative data on 3-8 year old children.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

Specific segments of the test are intended for screening purposes and to assist in differential diagnosis procedures.

TEST FOR AUDITORY COMPREHENSION OF LANGUAGE

IDENTIFYING INFORMATION

PUBLISHER: Learning Concepts

ADDRESS:
2501 N. Lamar
Austin, TX 78705

COPYRIGHT DATE: 1973

COST: $34.95 PER: Kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2 (English or Spanish)

SUBTESTS: Test consists of 101 pictures to which the child responds to an oral stimulus by pointing to one of three drawings.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
Speech specialists and diagnosticians are the only persons who should administer the test.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
3 through 7 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) English 200 children, 50 Blacks, 50 Anglos, 50 Mexican-American

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Can be adopted for hearing impaired and other handicapped populations.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
Percentile ranking at 6 month intervals

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Can compare scores or on item by item basis with norm referred population. Mental age, syntax morphology and vocabulary scores are obtained.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Correlation of .80 with IQ's of mentally retarded children.

RELIABILITY: Test-retest coefficient correlations of .94 (English version), and .93 (Spanish version).

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS The "Screening Test for Auditory Comprehension of Language," a 25 item pre-assessment device is recommended for use prior to administration of the TACL.

TEST OF BASIC EXPERIENCES (LANGUAGE SUBTEST)

IDENTIFYING INFORMATION

PUBLISHER: CTB/McGraw-Hill

ADDRESS: Del Norte Research Park
Monterey, CA 93940

COPYRIGHT DATE: 1970-71

COST: $11.10 PER: 30 forms

NUMBER OF LEVELS: 2

NUMBER OF FORMS: 1

SUBTESTS: General concepts, language, science, social studies, mathematics.

ADMINISTRATION

INDIVIDUAL OR GROUP: Group

ESTIMATED TESTING TIME: 25 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Proctors can be used to help administer the test. At the kindergarten level or below it is necessary to have one proctor for every four to six children. For quick scoring there is a score key provided.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Pre-kindergarten through first grade

WHAT TYPE OF RESPONSE ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 10,300 community kindergarten children from classes throughout the country.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
The test can be used to determine the level of familiarity the child has with his environment according to the visual and auditory modalities.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY
Percentile ranks, stanines, and standard scores

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Not applicable

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION
The derivations and interpretations of each method of scoring is explained in the administration manual.

TECHNICAL ASPECTS

REFERENCE ☐ CRITERION ☒ NORMATIVE

VALIDITY Content validity, level K, KR-20 .82, N = 2016.
Level pre-K, KR - 20 .79, N = 709.

RELIABILITY Test-retest reliability, kindergarten .72, N = 90

OTHER TECHNICAL CONSIDERATIONS
Predictive validity, level K and metropolitan readiness test, .55, N = 163.

ADDITIONAL COMMENTS

The TOBE is designed to test the basic concepts of young children. A Spanish edition is available.

ASSESSMENT 116

THOMAS SELF CONCEPT VALUES TEST (EXPERIMENTAL FORM)

IDENTIFYING INFORMATION

PUBLISHER: Combined Motivation Education Systems, Inc.

ADDRESS: 6300 River Road
Rosemont, IL 60018

COPYRIGHT DATE: 1967-69

COST: $24.00 PER: Set

NUMBER OF LEVELS: Not applicable

NUMBER OF FORMS: 1

SUBTESTS: Assesses the self-concept of young children using the self-report format.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 10-20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
No reading is required by examinees.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?
Pre-school to 5th grade

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Head start and regular class children ages 3 to 9, age level and sex characteristics of population not reported.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
No

EXPRESSED BY:
Raw scores, standard scores

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Item analysis data is supplied in administrator manual.
Profile sheet is included.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Limited

RELIABILITY: Retest estimate is .78 for the total score.

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS

None

T.M.R. PERFORMANCE PROFILE

IDENTIFYING INFORMATION

PUBLISHER: Reporting Service for Children

ADDRESS: 563 Westview Avenue
Ridgefield, NJ 07657

COPYRIGHT DATE: 1963

COST: $0.95 PER: Pupil

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Social behavior, self care, communication, basic knowledge, practical skills and body usage.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
Must be familiar with administrative guide.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Trainable mentally retarded

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Moderate to profoundly mentally retarded

STANDARDIZATION POPULATION(S) none reported

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
Habile index scale, habilitation level

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

None

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: Not reported

RELIABILITY: Not reported

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS

Developmental in content construction

ASSESSMENT 118

VANE KINDERGARTEN TEST (VKT)

IDENTIFYING INFORMATION

PUBLISHER: Clinical Psychology Publishing Co., Inc.

ADDRESS:
4 Conant Square
Brandon, VT 05733

COPYRIGHT DATE: 1968

COST: $7.50 PER: 50 tests and manual

NUMBER OF LEVELS: Not applicable

NUMBER OF FORMS: 1

SUBTESTS: Perceptual Motor (copying), Man (drawing), and Vocabulary (child is asked to explain word meanings)

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual and Group (see Other Considerations)

ESTIMATED TESTING TIME: 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
The perceptual motor and man subtests are group administered and the vocabulary subtest is individually administered.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT ☒ INTELLIGENCE

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Ages 4-0 to 6-11

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) 1960 census distribution of population.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
A conversion to mental age or I.Q. equivalents are available for each subtest.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Illustrated case studies are provided in the test manual to show how test results can be used in deriving an analysis of the child's functioning.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: A .76 correlation with Stanford-Binet full I.Q.

RELIABILITY: Test-retest after one week yielded reliability coefficient of .97 for full I.Q.

OTHER TECHNICAL CONSIDERATIONS:
The test is intended for use by only school psychologists.

ADDITIONAL COMMENTS

This test evaluates the intellectual and academic potential and behavior adjustment of children aged 4 through 6.

ASSESSMENT 119

VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES

IDENTIFYING INFORMATION

PUBLISHER: Consulting Psychologists Press, Inc.

ADDRESS: 577 College Ave.
Palo Alto, CA 94306

COPYRIGHT DATE: 1966

COST: $1.00 PER: Specimen Set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Motor Integration, Physical Development, Tactile Discrimination, Auditory Discrimination, Visual Motor Coordination, Visual Discrimination, Language Development, Verbal Fluency and Conceptual Development

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Varies depending on child's age

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
None

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
2-7 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Yes - Learning disabilities

STANDARDIZATION POPULATION(S) items taken from other assessment devices

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
Age level for particular question (Items were taken from different assessment scales).

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Test results are to provide a "growth record" to be used as a guide in curriculum planning.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: None given

RELIABILITY: None given

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

The test requires the use of manipulables.

ASSESSMENT 120

VERBAL LANGUAGE DEVELOPMENT SCALE

IDENTIFYING INFORMATION

PUBLISHER: American Guidance Services, Inc.

ADDRESS:
Publishers Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1971

COST: $3.00 PER: Specimen set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Speaking, listening, reading and writing.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
Directions are brief. Scoring is interpretive. The F.L.D.S. is an informal interview scale.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?

Pre-school to 15 years of age.

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

Verbal language problems

STANDARDIZATION POPULATION(S) Normal white children.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

The scale is administered to the parents or teacher of the child using an interview procedure.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

Yes

EXPRESSED BY:

Language age equivalents

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Item definitions tend to be global; i.e., open to examiner interpretation. This test is an extension of the Vineland Social Maturity Scale.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Reported as extremely limited

RELIABILITY: Reported as extremely limited

OTHER TECHNICAL CONSIDERATIONS:

Children exhibiting visual-perceptual or visual-motor problems will be somewhat penalized.

ADDITIONAL COMMENTS

Designed to be administered to an informant regarding a child's performanc on primarily verbal tasks.

VINELAND SOCIAL MATURITY SCALE

IDENTIFYING INFORMATION

PUBLISHER: American Guidance Service, Inc.

ADDRESS: Publisher's Building
Circle Pines, Minnesota 55014

COPYRIGHT DATE: 1965

COST: $2.00 PER: Specimen set

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Six categories are measured: Self Help, Self Direction, Occupation, communication, Locomotion, Socialization

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 20 to 30 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☐ EASY ☒ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
The scale is scored through an interview with the child's parents or some other person that is in daily contact with the child.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Birth to maturity

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Potential for use with all handicapped populations

STANDARDIZATION POPULATION(S) 20 subjects for each of 31 age levels.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
The major use of this test has been with the mentally retarded.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
Chronological age norms from .25 to 20.75 years of age.

CAN COMPARISON BE MADE ACROSS SUBTESTS?
No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
Age assignments are revised since 1965.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Agreement between parents and educators .92

RELIABILITY: Test-retest with 1.37 years between tests coefficients .99 to .94

OTHER TECHNICAL CONSIDERATIONS:
None

ADDITIONAL COMMENTS

The interview is done with a person who is intimately familiar with examinee (mother, father, attendant, supervisor)

ASSESSMENT 122

WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST (WPBIC)

IDENTIFYING INFORMATION

PUBLISHER: Western Psychological Services

ADDRESS: 12031 Wilshire Blvd.,
Los Angeles, California 90025

COPYRIGHT DATE: 1970

COST: $ 9.50 per 100 checklists and manual

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Acting out; withdrawal; distractibility; disturbed peer relations; immaturity; total

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: 2 - 5 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

There are 50 items on the checklist which are checked as present or not in a particular child. The scoring is easy but the scorer should have the opportunity to observe the children prior to scoring them. This time period should be no less than 2 months.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?

Grades 4 - 6

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

STANDARDIZATION POPULATION(S) 534 children from 4th, 5th and 6th grades of 21 teachers

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

None

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

Not applicable

CAN COMPARISON BE MADE ACROSS SUBTESTS?

No

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

Norms are given for grades 4,5,6

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: See attached sheet

RELIABILITY: Split-half .98

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

See additional page

TECHNICAL ASPECTS OF TEST:

VALIDITY: Standard deviation 10.53 and standard error of 1.28
Criterion validity - a biserial correlation = .68 standard error = .039 index of predictive efficiency = .33
Factorial validity - ranged from .67 (Distractability and Acting-Out) to .02 (Withdrawal and Acting-Out)
Item validity - .10 - .67
Intercorrelations among 50 items yielded 1225 coefficients ranging from .00 - .83

ADDITIONAL COMMENTS:

This checklist should be a supplemental tool in the total identification process of classifying children as emotionally disturbed or socially maladjusted. The WPBIC should help the teacher in selecting a child with behavior problems for the referral for further psychological evaluation.
The purpose of the WPBIC is to help the teacher screen out children from the classroom who exhibit behavior problems and would probably benefit from further psychological evaluation, referral, and treatment.

ASSESSMENT 123

WEPMAN AUDITORY DESCRIMINATION TEST

IDENTIFYING INFORMATION

PUBLISHER: Language Research Association

ADDRESS: 175 East Delaware Place,
Chicago, Illinois, 60611

COPYRIGHT DATE: 1973

COST: $ 1.50 per manual
$ 7.00 per 50 forms

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 2

SUBTESTS: None

ADMINISTRATION

INDIVIDUAL OR GROUP Individual

ESTIMATED TESTING TIME: 10 - 15 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☐ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
The test can be easily administered by any qualified professional. It is used most often as a screening test of children's auditory discrimination abilities.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND OR AGE LEVELS DOES THE TEST ADDRESS?

5 to 8 years

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?

No

STANDARDIZATION POPULATION(S) Cross sample of U.S. that included handicapped children.

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

The test can be given to speech impaired and cerebral palsied children.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?

No

EXPRESSED BY:

Auditory discrimination on a 5 point scale

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Not applicable

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

An interpretation of results manual accompanies the test. The child must have concept of alike and different.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Significant correlations at the .01 level with the Metropolitan Achievement Test.

RELIABILITY: Test - retest r=.91 (N=105) and .95 (N=279)

OTHER TECHNICAL CONSIDERATIONS:

If there are excessive errors made on the test by the child the test is automatically invalidated.

ADDITIONAL COMMENTS

Consistent pronunciations and ariculations of words is required for optimal results.

ASSESSMENT 124

WIDE RANGE ACHIEVEMENT TEST

IDENTIFYING INFORMATION

PUBLISHER: Guidance Associates

ADDRESS: 1526 Gilden Avenue
Wilmington, Delaware 19806

COPYRIGHT DATE: 1965

COST: 5.95 PER: specimen set

NUMBER OF LEVELS: 2 (5 years-11 years, 11 months & 12 years - adult)

NUMBER OF FORMS: Not applicable

SUBTESTS: Oral reading, spelling, arithmetic

ADMINISTRATION

INDIVIDUAL OR GROUP: individual

ESTIMATED TESTING TIME: 15-30 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☒ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: It is possible, by making note of the child's responses and attempts at reading words, to obtain a good idea of the child's word attack skills or lack of them.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☐ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
5 years to adult

WHAT TYPE OF RESPONSE: ☒ VERBAL ☐ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) males and females (normal) ages 5 to adult controlled for socio-economic-status

ARE THERE OTHER EXAMINEE CONSIDERATIONS?

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Grade of equivalent, standard score percentile, age level

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:

No. Equivalent forms are available.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: Appears to have content validity for sight word recognition or decoding skills.

RELIABILITY: Split half reliability average .94 for all subtests at all ages.

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS

None

ASSESSMENT 125

WINTERHAVEN PERCEPTUAL FORMS TEST (PERCEPTUAL MOTOR TEST)

IDENTIFYING INFORMATION

PUBLISHER: Lion's Club

ADDRESS: P. O. Box 111
Winterhaven, Florida 33880

COPYRIGHT DATE: 1963

COST: $ 2.50 per booklet

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: None

ADMINISTRATION

INDIVIDUAL OR GROUP: Group or Individual

ESTIMATED TESTING TIME: 3 - 4 minutes

TYPE OF ADMINISTRATOR: ☒ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:

Test is a screening device. Behavior observation can be performed while the child copies geometric forms.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☒ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
4 to 9 years

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S) Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
This assessment device is a visual-motor screening test; visual memory is also tested.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:
High, average, low for 1st grade, 2nd grade and 3rd grade

CAN COMPARISON BE MADE ACROSS SUBTESTS?
Not available

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
None

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: Coping performance and school achievement r=.29 to .54

RELIABILITY: Judges ratings r= .58 to .99

OTHER TECHNICAL CONSIDERATIONS:

None

ADDITIONAL COMMENTS Results will indicate possible sensory motor problems in terms of actual reproduction, spatial orientation, organization, and angulation. A handbook for first grade teachers is available for perceptual testing and training

YELLOW BRICK ROAD

IDENTIFYING INFORMATION

PUBLISHER: Learning Concepts

ADDRESS: 2501 N. Lamar
Austin, Texas

COPYRIGHT DATE: 1975

COST: $29.95 PER: kit

NUMBER OF LEVELS: 1

NUMBER OF FORMS: 1

SUBTESTS: Twenty-four tests: visual, auditory and language areas, and motor

ADMINISTRATION

INDIVIDUAL OR GROUP: individual and group

ESTIMATED TESTING TIME: 20 minutes

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS: Gross screening device designed to be used with groups of children.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☒ SCREENING ☐ DIAGNOSTIC ☐ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
5 and 6 year olds.

WHAT TYPE OF RESPONSE: ☒ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
No

STANDARDIZATION POPULATION(S): None

ARE THERE OTHER EXAMINEE CONSIDERATIONS?
Can identify children who may be in need of referral or therapy.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY: Cut off score for each area are provided.

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION: The children can be compared to scores of children of a like age, if scores obtained fall below the normative group age then referral in that area should be considered.

TECHNICAL ASPECTS

REFERENCE: ☐ CRITERION ☒ NORMATIVE

VALIDITY: none reported

RELIABILITY: none reported

OTHER TECHNICAL CONSIDERATIONS: Research at Moorehead State and Peabody Colleges indicated a high correlation of the Y.B.R. with the Metropolitan Readiness Test.

ADDITIONAL COMMENTS

None

YEMR PERFORMANCE PROFILE FOR THE YOUNG MODERATELY AND MILDLY RETARDED

IDENTIFYING INFORMATION

PUBLISHER:	Educational Performance Association Inc.
ADDRESS:	563 Westview Ave., Ridgefield, New Jersey 07657
COPYRIGHT DATE:	1967
COST:	Unable to obtain
NUMBER OF LEVELS:	1
NUMBER OF FORMS:	1
SUBTESTS:	Social behavior, self-help, safety, communication, motor skills, manipulative skills, perceptual and intellectual development, academics, imagination and creative expression, emotional behavior.

ADMINISTRATION

INDIVIDUAL OR GROUP: Individual

ESTIMATED TESTING TIME: Indefinite - observation (ongoing)

TYPE OF ADMINISTRATOR: ☐ PARENT ☒ TEACHER ☐ DIAGNOSTICIAN

SCORING: ☒ EASY ☐ MODERATE ☐ DIFFICULT

OTHER CONSIDERATIONS:
The scores can be interpreted in a graphic form. Observation is the criterion for determining performance. The manual considers consultation another source of information - specifically other school personnel.

EXAMINEE APPROPRIATENESS

TEST EMPHASIS: ☐ SCREENING ☒ DIAGNOSTIC ☒ ACHIEVEMENT

WHAT GRADE AND/OR AGE LEVELS DOES THE TEST ADDRESS?
Pre-kindergarten or early grades

WHAT TYPE OF RESPONSE: ☐ VERBAL ☒ NON-VERBAL

IS THE TEST DESIGNED FOR A PARTICULAR HANDICAPPED POPULATION?
Yes, young moderately and mildly retarded.

STANDARDIZATION POPULATION(S): Not available

ARE THERE OTHER EXAMINEE CONSIDERATIONS? The score produced by adding up points of each subskill under the mentioned categories is termed the habilitation level. This score is then converted, by means of the scale, to the Habile Index Scale.

INTERPRETATION

IS GRADE OR DEVELOPMENT LEVEL PROVIDED?
Yes

EXPRESSED BY:

Habile Index

CAN COMPARISON BE MADE ACROSS SUBTESTS?

Yes, graphic representation

OTHER CONSIDERATIONS RELATIVE TO INTERPRETATION:
The interpretation is in terms of habilitation levels (that level of performance which can be increased to further potential). Each item under each skill is rated on a system of D-6 points, 6 being the highest desirable performance.

TECHNICAL ASPECTS

REFERENCE: ☒ CRITERION ☐ NORMATIVE

VALIDITY: None reported

RELIABILITY: None reported

OTHER TECHNICAL CONSIDERATIONS:
It is emphasized this device is used specifically to determine the child's level of performance - he is compared only to himself. The results are interpreted directly into an educational program.

ADDITIONAL COMMENTS The YEMR Performance Profile is designed to serve the needs of the pupil. The performance items are designed so that they are within the scope of the moderately and mildly retarded young child. The child will be rated rated objectively; specific teaching will help the child to further achieve.

PRESCHOOL TEST MATRIX
EVALUATION INPUT FORM

In order that CORRC may more effectively update the test matrix periodically and make it most responsive to consumers needs, we are asking that you complete the following evaluation input form. Please make comments where indicated.

1. What changes would you make in the format/structure of the:

   a. Test Matrix

   b. Individual Test Descriptor Sheets

   to make them more appropriate for your needs?

2. What changes would you make in the content of the:

   a. Test Matrix

   b. Individual Test Descriptor Sheets

   to make them more responsive to your needs? Specifically, the descriptor dimension used (e.g., reference, administration, etc.) in the two forms.

3. What three things would you add to the total document if it were to be updated?

   a.

   b.

   c.

4. Did the Decision Matrix help you in identifying your test needs?

   ☐ yes ☐ no. If no, how would you change it to make it

   more useful. Comment:

5. If you could change the individual test descriptor sheet areas (e.g., identifying information, administration, examinee appropriateness, etc.) and the sub-areas under these, which would you delete:

   Which would you add:

6. Did the Test Matrix document fulfill a need of your center or agency?

☐ yes ☐ no. If no, why?

7. Do you think additional test matrices should be developed in ethnic areas?

yes no. If no, please comment

If yes, which of the following areas should be addressed next?

☐ Pre-vocational/vocational appraisal procedures
☐ Criterion referenced assessment procedures
☐ Language dominance assessment procedures
☐ Infant appraisal procedures
☐ Other, please specify:

8. Overall I felt that the pre-school test matrix was:

☐ Highly beneficial
☐ Beneficial
☐ Not beneficial

9. Have you detected any errors or misleading information in the document (particularly in the test descriptors)? If so, please give needed corrections.

Please return to:

Test Matrix Evaluation
Project CORRC
University of Kentucky
114 Bradley Hall
Lexington, KY 40506